**A Joint POLICY FOR LITERACY AND NUMERACY IN ST. JOHN’S P.S. Swatragh.**



**Introduction:**

This Policy is drawn up in consultation with all teachers, governors, parents and pupils. In creating this Policy we have been guided by two important documents from DENI: Every School A Good School (June 2008) and Count, Read, Succeed with a particular focus on improving Literacy and Numeracy outcomes.

“Therefore ensuring that all children reach their full potential at each stage of their development”:

**Ref: Count, Read, Succeed.**

At St. John’s Primary School we define Literacy as:

“The ability to read and use written information and to write appropriately and legibly taking account of different purposes, contexts, conventions and audiences. It involves the development of:

1. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
2. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
3. formal and informal language across all areas of social interaction; and
4. the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.”

***Ref: Count, Read: Succeed Para 1.7***

At St. John’s Primary School we define Numeracy as:

“The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves a development of:

1. an understanding of key mathematical concepts and their inter-connectedness;
2. appropriate reasoning and problem-solving;
3. the proficient and appropriate use of methods and procedures (formal and informal, mental and written); and
4. active participation in the exploration of mathematical ideas and models.

***Ref: Count, Read: Succeed Para 1.10***

This Policy aims to reflect our Literacy and Numeracy provision in line with the four characteristics of effectiveness as set out in *Every School A Good School*

1. Child-Centred Provision
2. High Quality Teaching and Learning
3. Effective Leadership
4. A School Connected to its Local Community.

The Principal supports the development of Literacy and Numeracy skills by ensuring that:

1. all the staff have high expectations of all pupils;
2. the school has a written policy making clear that the development and promotion of Literacy and Numeracy are whole-school priorities;
3. there is a culture of accountability for Literacy and Numeracy outcomes at Senior Management Team level and throughout the school;
4. the School Development Plan has baseline positions, clear outcomes, annual SMART targets for Literacy and Numeracy, linked to action plans setting out the strategies that will deliver the intended improvements;
5. every teacher has annually-reviewed development objectives, linked to the School Development Plan (particularly where appropriate, the Literacy and Numeracy targets);
6. teachers undertake robust tracking and monitoring of pupils work with a particular focus on Literacy and Numeracy, using statutory and other assessment tools alongside their own professional judgement;
7. in conjunction with the Literacy and Numeracy co-ordinators there are opportunities for teachers to share and learn from good practice;
8. arrangements including pastoral support and special educational needs are in place to provide support as early as possible to pupils who need additional help;
9. the school develops effective links with the families and communities it serves
10. St. John’s P.S. Swatragh there is a systematic programme of high-quality phonics.

**Purpose:**

This Policy outlines consistency of approach, a shared understanding of standards, a desire to address underachievement and to ensure that all children develop their potential. It also outlines the school’s principles and practice for the promotion of Literacy and Numeracy, both across the curriculum and within the Areas of Learning.

It clarifies the responsibilities for all stakeholders ensuring the support and development of language skills as regards Numeracy and Literacy. It reflects classroom practice in relation to the statutory learning experiences within our Northern Ireland Curriculum. We endeavour to raise standards for all, close the performance gap, develop the staff, improve the learning environment and transform education management. Research has shown that where a broad and balanced curriculum is provided, there is a stronger chance of standards in Literacy and Numeracy being raised, as opposed to schools where there has been a concentration of effort in only Literacy and Numeracy.

Staff in the school are aware of the need to provide a meaningful context for Literacy and Numeracy learning through a broad and balanced curriculum.

***Ref: Count, Read: Succeed Para 4:8***

**Practices:**

*a) All the staff have high expectations of all pupils. In order to meet this requirement we in St. John’s Primary School carry out the following practices:*

* Rigorous analysis of PTE and PTM.
* Discussion of data during data analysis day.
* NRIT results analysed against PTE/PTM scores.
* List of children collated based on analysis of CAT and PTE/PTM scores (a difference of 10 or more) and actions are recorded by class teacher based on steps taken to close the gap.
* A numeracy challenge group is formed in St. John’s Primary School based on the highest results in Key Stage 2.
* Staff use Assessment Manager to track pupil progress.
* Differentiated work is given to pupils in class and as homework.
* Differentiated work are outlined in planners.
* We bench-mark with other local primary schools (4 feeder schools for St. Patrick’s College, Maghera.
* A clear marking policy has been devised and staff all adhere to the policy.
* All children are given verbal and written feedback which outlines how to improve upon their work.
* Learning journals used by children based on objectives.
* Learning journals used by teachers carried out on a weekly basis to inform planning and reflect on pupil’s learning.
* There are progressive schemes of work and these will be updated to incorporate the appropriate levels of progression for Communication and Using Mathematics.

*b) The school has a written policy making clear that the development and promotion of literacy and numeracy are whole-school priorities.*

* The joint literacy and numeracy policy has been drawn up in collaboration with all staff and reviewed regularly.
* The policy clarifies all roles and responsibilities to support its effective implementation.

*c) There is a culture of accountability for literacy and numeracy outcomes at Senior Management Team Level and throughout the school.*

* Literacy and Numeracy Co-ordinators are clear about their responsibilities. (see job description). The Literacy and Numeracy Co-ordinators are part of the Senior Leadership Team.
* Literacy and Numeracy Co-ordinators devise action plans and these form an integral part of school development planning on an annual basis.
* Action plans are regularly reviewed and adjustments made to ensure that targets can be met.
* All teachers take responsibility for the progress of all children in their class.
* Co-ordinators evaluate progress and this evaluation is presented to Board of Governors.
* Board of Governors are aware of targets and informed of achievements.
* Co-ordinators lead audit at beginning of new School Development Cycle.

*d) The School Development Plan has baseline positions, clear outcomes, annual SMART targets for literacy and numeracy, linked to action plans setting out the strategies will deliver the intended improvements.*

* In collaboration with all the stakeholders the School Development Plan is drawn in a three-year cycle.
* Whole school meeting is held at end of summer term to evaluate previous SDP targets and a whole school meeting is held at beginning of new school term to set new SDP targets.
* Co-ordinators maintain termly logs to promote their subject and to monitor progress towards School Development Targets.
* The Board of Governors are involved in evaluation of school development targets annually.
* Targets are devised in consultation with staff.
* Clear action plans for Literacy and Numeracy devised by Literacy and Numeracy Co-ordinators.
* There are scheduled time-tabled meetings based on Numeracy and Literacy with teachers, literacy and numeracy co-ordinators and the Senior Leadership Team
* We bench-mark with other local primary schools in Numeracy and Literacy (3 feeder schools for St. Patricks College Maghera.
* Regular meetings are held during directed time to discuss Numeracy and Literacy.
* Impact on children’s learning is clearly monitored through Booklooks, classroom observations and questionnaires.
* Principal, Senior Leadership Team and Co-ordinators gather evidence of children’s work to ensure progression.

*e) Every teacher has annually reviewed development objectives, linked to the School Development Plan (particularly, where appropriate, the Literacy and Numeracy targets.)*

* Teacher will use Literacy and Numeracy targets as part of their PRSD objectives every year.
* Booklooks and classroom observations are carried out during the academic year.

*f) Teacher undertake robust tracking and monitoring of pupil’s work with particular focus on Literacy and Numeracy, using statutory and other assessment tools alongside their own professional development.*

* PTE/PTM/CAT assessment tests are used throughout the school from Primary 3 onwards.
* P1 baseline is carried out using GL and BPVS.
* SENCO/SEN withdrawal teacher and class teachers draw up and review IEPs twice a year.
* Guided reading records used to plan for differentiation.

*g) In conjunction with the Literacy and Numeracy Co-ordinators, there are opportunities for teacher to share and learn from good practice.*

* Teachers discuss their planners sharing concerns or good classroom practice during directed time.
* Planners are available electronically.
* Teachers disseminate the good practice from staff training/courses.
* Research Lessons Study is used as ‘peer observation’
* Teachers are encouraged to visit other teacher’s classrooms to monitor learning environment.
* Pupil surveys are conducted to find out about children’s attitudes.
* Success is celebrated during prize-giving ceremonies.

*h) Arrangements, including for pastoral support and special educational needs, are in place to provide support as early as possible to pupils that need additional help.*

* GL Baseline assessment is conducted in Primary 1.
* We have an induction day for Primary 1 parents
* Parent Interviews in October.
* Parent Interviews twice a year, with those pupils with an IEP.
* Liaison with Multi-Agency Support Teams (RISE)
* Liaison with Educational Psychologists
* Liaison with staff from the Literacy Teaching Support Service (LTSS)
* Teachers regularly liase with SENCO on relevant issue.

*i) The school develops effective links with the families and communities it serves.*

We promote and encourage strong links with parents in order to support pupil learning. These include:

* Parent Interviews in October
* Parent Interviews twice a year, with those pupils with an IEP.
* A written formal report in June
* Homework dialogue via DOJO
* Reading Journals for comment exchange
* Consultation / consent for additional reading programmes like Toe by Toe and Reading Partners.
* Liaison with Multi-Agency Support Teams (RISE)
* Liaison with Educational Psychologists
* Liaison with staff from the Literacy Teaching Support Service (LTSS)
* Pupil Self-Evaluation exercise in October.
* Assemblies and class tour two or three times per year
* School shows, concerts and productions
* Special exhibitions and workshops
* Book fairs
* World Book Day where parents come in to read to the children
* Curriculum Information Meetings for new entrants, Y1 / 2 curriculum.
* Teaching decomposition method of subtraction in Y5
* A parent database of hobbies and occupations for teachers to source information and talks to pupils.
* Tips frequently provided in the monthly Newsletter to parents
* School website and tips for parents, along with policies, SDP etc.
* A Parent Charter
* A Parent Support Group for fund raising and making Story Sacks for example
* Young Enterprise NI which has involved parents of pupils.
* An open door policy.

Our school values highly the links which pro-actively sought to develop over recent years for the benefit of pupils.

1. Local cluster of schools feeding into St. Patrick’s College

This involves:

* monthly meetings for Principals
* special days for benchmarking data, moderating pupil samples of work Meetings with the Principal of St. Patrick’s College
* Shared PRSD targets when appropriate
* Access to shared funding from the Extended Schools Programme
1. Partnership with St. Patrick’s College to ensure effective transition experiences for our pupils. This has involved:
* joint planning between Y7 and Y8 to reduce duplication and ensure appropriate progression in Literacy, Numeracy and ICT
* Parent meetings for Y6 and Y7 pupils considering St. Patrick’s as their choice of post-primary school.
* Expert tuition or coaching by St. Patrick’s College teachers in Science and PE.
* Video Conference experiences for Y7 and Y8 pupils to pose and answer questions about transition.
* Passing on of relevant pupil scores in NFER tests PTM and PTE to aid appropriate setting of classes.
* Passing on of other relevant information relating to pastoral / wellbeing concerns.
* Y7 pupil activity days
* Maths challenges with sixth form pupils assisting
* Partnership with St. Connor’s College
* Pupils attend activity days and shows
* Cross-Community Partnership

Links with the Community

We have a strong bond with the local community and some examples are:

* Visits to the Library
* Competitions
* Feiseanna
* Peace and Shared Education funded projects
* Magherafelt Council
* Local businesses
* Premises use by music, language and fitness groups
* Use of the pitch by a range of sporting groups
* Links to the elderly through visits to Residential Homes or through gardening projects

Links with bodies in the workforce:

* Young Enterprise NI
* Waste Managers
* Story Tellers
* and Credit Union personnel
* Builders
* Farmers

Links with External Agencies:

* Staff Development
* Investors in People
* Talks by experts in a range of Special Needs

 Information meetings with RISE, LTSS and Ed. Psychology

* EA mobile and project services
* C2k Curriculum Officers.

*j) In St John’s Primary School, there is a systematic programme of high-quality phonics.*

There is a phonological awareness programme developed for P.1 children.

There is a phonics programme devised from P.1-P.4.

***Thing 1:***

All teachers in St. John’s Primary School, Swatragh are committed to
providing high-quality teaching for all pupils:

As staff of St. John’s Primary School our roles within the school are clearly defined in order to provide high-quality teaching for all pupils

There is distributed leadership in our school. The Principal and School Leadership Group along with the co-ordinators for Literacy and Numeracy have clearly defined roles and responsibilities in terms of their area of learning.

The roles and responsibilities have been defined in consultation and link to the school aims and vision.

Finance and resourcing to support Literacy and Numeracy have been planned based on reviews and audits of need.

Co-ordinators for Literacy and Numeracy complete termly logs with targets for raising standards and providing effective teaching and learning experiences for pupils. These are reviewed and evaluated each term.

Performance Review and Staff Development (PRSD) targets are used to raise standards in Literacy and Numeracy.

School Development Planning:

The Principal drafts the 3 year SDP in consultation with the SLG, Co-ordinators for Literacy and Numeracy, all staff and the Board of Governors. The guidance from EA is followed to ensure all elements are included.

Target Setting:

The School Development Plan includes a section on target setting which refers to goals for the end of Key Stage outcomes. These targets are set and agreed by the Principal, SLG and co-ordinators then shared with all staff and presented to Governors.

Management and Analysis of Data:

Pupil outcomes are stored in Assessment Manager and are analysed by the Principal, SLG and Co-ordinators then shared with staff and Governors. They are used to benchmark our performance against schools of a similar intake of Free School Meals (FSM) using data from DENI.

In addition they are used to benchmark performance against primary schools within the local cluster which feeds into St. Patrick’s College.

Professional Development Opportunities of all Staff

The Co-ordinators for Literacy and Numeracy, class teachers and classroom assistants are greatly encouraged to continue their professional development by attending appropriate in-service whether provided externally or devised within school.

Teachers may include targets for Literacy and Numeracy in their PRSD cycle. Assistants have termly performance reviews which may include specific steps for improving their support to pupils in Literacy and Numeracy. Examples of this include training in Toe by Toe and Reading Partners for KS2 and KS1 respectively.

The school has participated in two years of a GTCNI pilot scheme for Research Lesson Study and this has been used to link specifically with Literacy and Numeracy and to research and share good classroom practice with colleagues. The Principal conducts lesson observations and shares the good practice observed, with all teachers.

The Teacher Tutor supports Beginning Teachers as well as students on School Experience. She observes lessons, provides feedback and shares good examples seen, with all teachers.

**Thing 2 & 3:**

*We in St. John’s Primary School, Swatragh address underachievement as soon as it emerges and address continuing underachievement with support with other staff in the school.*

Tracking Pupils’ Progress

The data are also used to track individual pupil performance and inform planning on a subject, Key Stage and class basis. Underperforming pupils, whether with high, average or low ability, are identified and personalised learning is devised for them.

This tracking is reviewed in February and at the end of the school year.

Once identified as making insufficient progress the teacher:

liaises with the SENCO if necessary; and

reviews what next steps are needed for supporting the child along with targets for realistic achievement.

‘Book Looks’

Co-ordinators select pupil names and request written work for these pupils. Written feedback is provided to individual teachers and the overall findings are reported to the SLG. If issue arise these are included in the subject action plan.

‘Monitoring of Displays’

There is a teacher with responsibility for displays in the school and she conducts a monitoring exercise once or twice a year and this includes displays relating to Literacy and Numeracy.

An Excellence Board is maintained in a public area of the school visible to all children, to parents and visitors. This Board aims to motivate children and to share the high standards achievable throughout the school.

‘Planning’

The Co-ordinators for Literacy and Numeracy review teacher planners to ensure progression and coverage of the curriculum. They ensure that there is a similar format used in each Key Stage and that teachers clearly indicate where ICT is used to support learning in Literacy and Numeracy.

‘Staff Meetings’

Staff meetings are set aside for sharing of practice in Literacy and Numeracy. Teachers agree strategies for individual and group working in class for example for Task Board, Mental Maths, ICT, Best Writing Folders, and Phonics etc.

Effective Communication:

The SDP is shared with all staff and displayed in the staff room.

The SDP is contributed to by Co-ordinators for Literacy and Numeracy.

The SLG operates a rota for staff to be co-opted each term, ensuring good communication on Literacy and Numeracy issues.

The SDP is checked regularly by the SLG at their monthly meetings, minutes of which are displayed in the staff room.

The Co-ordinator Logs provided by Literacy and Numeracy Co-ordinators are reviewed by the Principal who provides brief written comments for staff.

The schedule of staff meetings includes specific meetings for Literacy and Numeracy and minutes are retained.

The action plans for Literacy and Numeracy are shared on the school Public Folder for internal use and on the school website for external use.

Monitoring and Evaluating:

This Policy will be regularly reviewed (every 2 years) in consultation with staff, particularly the School Leadership Group, Co-ordinators for Literacy and Numeracy and the Special Educational Needs Co-ordinator (SENCO) and Board of Governors and parents.