



Communication and Numeracy Policy

Effective Date:

September 2014

Date of minuted/ review approval by the Board of Governors:

23 January 2019 18 May 2021

Review Committee:

Secondary Local Board and Sixth Form Consortium Board

Review Date(s):

January 2021, May 2023

Owner:

Assistant Headteacher - Standards

Rationale

A confident baseline understanding of application of literacy and numeracy skills is an essential skill that equips all learners with the necessary skills to progress onto becoming a highly functional adult in today's modern society.

A whole school approach to literacy and numeracy development should:

- Develop and improve learner standards in reading, writing and oral communication
- Take account of the needs of all students' starting points and pace of development
- Maximise learning opportunities in every lesson to develop confidence in applying basic skills
- Develop a shared understanding between all staff of their role in promoting the application and development of these skills
- Develop a shared culture of exploiting opportunities for communication and numeracy development across school life both within and beyond the taught curriculum
- Make use of carefully select resources and equipment to support the scheme of learning and encourage a healthy interest from learners in reading and numerical skills
- Share expectations of learner progression in reading and writing
- Monitor and evaluate the impact of programmes to support skill development

Diagnostic Steps

On entry to Hessle High School and Sixth Form College all learners will complete a Cognitive Ability Test and a Dyslexia Screening Test.

Though we are not able to diagnose Dyslexia, learners who present with areas for concern are then tested using the Dyslexia Portfolio to identify their challenges and provide information for staff to support them.

In addition, all students entering into Year 7 with a Scale Point score below 95 will complete a baseline reading assessment.

SATs results will also be communicated from the feeder schools as part of the transition programme.

Communication in the Curriculum

As part of the Key Stage 3 curriculum, all learners within the Foundation Learning group will receive three literacy and numeracy lessons per week.

In all curriculum areas strategies for developing communication skills will be utilised by teachers.

These may include:

- Reading aloud
- Reading for pleasure
- Drop everything and read
- Answering questions
- Collaborative work
- Talking partners
- Presentations
- Debate

All staff in school will endeavour to role model a high level of communication skill in the language they use to communicate with students, taking account of local dialect and accent.

Where staff's own communication skills need further development, they will take all realistic opportunities to develop and improve these skills. Line managers will help to both identify those needs and provide appropriate support.

Numerical skills are evident in a range of activities both in and outside the classroom, this will be evident in the planning of the lesson. The following are some examples of where numeracy may be seen within our curriculum:

- Calibrations/calculations in science
- Measuring in textiles
- Weighing out in Food
- Counting beats in Music
- Spelling programmes
- Additional Reading opportunities provided in the libraries on each site

Literacy Themes

The whole school 'literacy challenge' highlights to students and staff a termly literacy theme and promotes language with the 'word of the day' via literacy ninja and a weekly book suggestion promotion.

All KS3 students take part in a Reading for Pleasure lesson during their English lessons to promote a 'love of reading for enjoyment' this is then embedded further in reading sessions during a weekly guided Tutor reading period in addition to 'drop everything and read' sessions and visits to the Reading Room.

Learning Support

Learning Assistants will provide intensive support for learners who find the basic skills of communication and numeracy challenging. The focus on developing baseline skills will be a

significant proportion of curriculum time for these small groups of learners. Individual programmes will be provided and clear progression markers identified.

For those learners who have additional needs, specialist Learning Assistant resources may be used to support personalised programmes.

Following targeted testing and feedback from teachers, students will be placed on the "Read, Write Inc." literacy scheme. A personalised intervention programme will be designed and the impact monitored by the classroom teacher.

Communication with parents

Information from diagnostic testing is related on an individual basis to parents, with appropriate support strategies discussed. In addition, information is delivered via Learning Support Profiles, which are sent out to parents at the start of the year.

The **impact** of the strategies for developing communication and numeracy skills are seen predominantly in:

- Demonstration of improved oracy
- Progress in reading ages
- Progress in Maths
- Progress in English