Fountain Primary School & Nursery Unit

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POLICY ON

LITERACY AND NUMERACY

CHILD CENTRED PROVISION

Planning

In Fountain Primary School and Nursery Unit whole school planning takes place to ensure the needs of the pupils are met. This planning includes:

- Implementing long term planners in Literacy and Numeracy that fully reflect Cross Curricular Skills, The Golden Book and CCEA Lines of Development in Literacy.
- Analysing data to identify the specific needs of a whole class and specific children and implementing plans to target these needs.
- Providing targeted provision.
- Differentiating in planning for all ranges of abilities.
- Learning intentions are identified in planning and also on classroom display board.
- Planning is evaluated by teachers regularly.
- Co-ordinators compare PTE and PTM assessments with CAT results to identify targeted children.
- Teacher uses their professional judgement to identify additional targeted children.
- In Foundation Stage, 'Ready, Set, Go...' is used to identify and support children in Numeracy.
- Wellcomm Toolkit is used in Nursery and Primary One to identify and support children in Literacy.
- Teacher evaluations identifying problems arising and progress made for target children, inform next set of planning notes.
- Homework is used to support and reinforce learning. It is differentiated to the needs of the child (See Homework Policy).

Culture of Improvement

In ensuring our high expectations are realised, the teachers endeavour to create a culture of achievement. This has been developed through:

- Effective data analysis
- Target setting for Literacy and Numeracy which informs the School Development Plan, leading to improvement in standardised scores.
- Code of Practice – adequate provision for SEN children to access the curriculum within a mainstream setting, i.e. support assistants, Outreach support, learning support for children on the SEN register, Extended Schools support, Individual

Education plans and reviews, and effective liaison between the LSC and class teacher.

- Marking for improvement with the child and identifying the area for development (See Marking Policy).
- Pupils of the month reward system for children who have excelled or made good progress in an area they have been working hard at – certificate, display board and website.
- Share achievements with parents, for example: praise, Pupils of the week/month, reward stickers, etc.
- Displays in classrooms and corridors celebrate success in Literacy and Numeracy.

Early Intervention

In Fountain Primary School and Nursery Unit, to meet the additional needs of pupils, various interventions and support are in place:

- Educational Psychologist referrals are made as required.
- Through the Code of Practice – referrals are made to the appropriate agencies and Outreach support services.
- Transition reports are completed at the end of the year to pass onto the next teacher.
- In addition to Parent/Teacher consultations, teachers also meet when necessary, with parents to discuss the individual difficulties their children are experiencing.
- IEPs/PLPs are written by class teachers.
- LSC meets with staff for SEN review meetings.
- Parental involvement is discussed and agreed at IEP/PLP meetings.
- Foundation and Key Stage One teachers liaise with Nurture Unit staff to identify pupils who may benefit from attending the Nurture Unit for social, emotional and behavioural needs, to aid their future literacy and numeracy learning.

HIGH QUALITY TEACHING AND LEARNING

Literacy and Numeracy Provision

Class teachers use a yearly overview and monthly/half termly planner to ensure a broad and relevant curriculum is provided in Literacy and Numeracy. The Attainment Targets are balanced across each set of planners to ensure a varied and complete delivery of the core subject areas.

Pupils are encouraged to incorporate their own experiences into their learning e.g. a Writing task in Literacy or connecting Maths to everyday life through play.

Literacy and Numeracy are incorporated into World Around Us plans and ICT tasks.

Class teachers update their teaching to include new strategies and resources e.g. new IT software.

Approaches to Teaching and Learning in Literacy and Numeracy

In order to ensure optimum learning can take place in Literacy and Numeracy lessons, teachers use a range of classroom organisation structures such as whole class teaching, teaching in mixed ability groups, differentiated groups, paired and individual sessions as is appropriate to each lesson.

The teachers reflect on the individual learning styles of the children and are aware of kinaesthetic, visual and auditory learners. They use these learning styles to ensure each child achieves their full potential.

A wide variety of practical materials are used in Numeracy lessons and a central Numeracy store houses shared and large equipment and apparatus, e.g. weights, scales, Beebots, Probots, trundle wheels, etc.

In Literacy, practical equipment such as phonic and word building games are used to inspire children and reinforce learning. A central store houses Guided Reading resources.

Teachers use modelled, shared and guided approaches in both Literacy and Numeracy. In the Foundation Stage, teacher modelling is an integral part of many lessons. The teacher uses this as a scaffolding strategy to support the children's learning.

Modelled, shared and guided teaching occurs throughout the school in both Literacy and Numeracy.

The teaching and learning in Literacy and Numeracy is connected through a range of learning schemes. In Nursery, Primary 1 and 2, play sessions link Literacy and Numeracy and other areas of the curriculum.

Assessment for Learning Strategies

Assessment for Learning strategies are promoted in Literacy and Numeracy lessons. This is carried out through sharing the learning intentions, outlining the success criteria and having plenary sessions.

All teachers discuss with the children how to work independently and what to do if they need more help.

Different methods of self-evaluation are used by the children, e.g. thumb tool or smiley faces in Nursery, Foundation and KS1 and self-assessment check lists in KS2.

Assessment for Learning strategies are used by teachers to encourage children in areas they have performed well and also identifying an area they can improve on. In Key Stage 2 the children are encouraged to use peer and self-assessment on occasion.

Thinking Skills and Personal Capablilities

Thinking Skills and Personal Capabilities are infused within Literacy and Numeracy lessons.

In Numeracy many activities are open-ended investigations. The children are expected to plan how to go about the task as independently as possible. The level of teacher intervention is carefully judged.

Teachers also allow dedicated thinking and discussion time during each stage of the learning process so that learners become aware of the skills in thinking and solving problems collaboratively and independently. This enables the children to realise that these skills can be transferred to other situations. The teacher also helps children make connections with prior learning so that pupils are better placed to apply that learning to the new situation.

Active Learning strategies are used to promote learning in Literacy, e.g. during Lingusitic Phonic sessions, P1 use Jolly Phonics, Initial Sound, Rhyme and Syllabification activities and P2 – P7 use word building games and activities. During Literacy lessons the children are encouraged to use AFL 'Hot Seating' and 'Mind Maps', for example.

In Numeracy strategies such as 'Think, Pair, Share' are used.

Digital Technology and ICT

Digital technology and ICT are vital parts in supporting the Teaching and Learning in Literacy and Numeracy.

Digital photographs are used to record evidence of learning in the classrooms.

P3 – P7 are levelled in ICT and End of Key Stage Levels will be reported to parents. All classrooms have an Interactive Whiteboard fitted and the 'Active Inspire' software and flipcharts are utilised.

The teaching and learning of Numeracy is supported through the use of Numeracy games, Beebot and various Handling Data software packages.

Assessment

Class teachers use data analysis to set appropriate and realistic targets for all children of all abilities. These are monitored and tracked for individual pupils. Various websites are utilised throughout the school to support learning. It is the responsibility of the class teacher to include differentiation to cater for Underachievers, Low Achievers and Over Achievers, where appropriate.

Underachievers are identified and targeted on planners. Individual circumstances are taken into account when making provision for these pupils. New resources will be used, where appropriate, to stimulate or challenge these pupils. They are given plenty of positive reinforcement to foster self-esteem and encouraged to self-evaluate their progress.

Low Achievers are supported and encouraged to reach their full potential through differentiated class teaching. Some pupils will also be entitled to Outreach Support in Literacy. Classroom assistants provide whole-class support as well as support for Statemented pupils.

Underachievers (P4 – P7), as identified by internal data, are placed into a target group. The children are given an area of development and this is reviewed every term.

Pupil learning is monitored in the Foundation Stage through Baseline Assessment at the beginning of Nursery and Primary One using the Wellcomm Toolkit. Pupil records are completed at the end of the school year and passed on to the next class teacher.

Literacy, Numeracy and ICT Portfolios are developed from P3 – P7 to include pieces of work showing children's attainment through the Cross-Curricular Skills. These are forwarded to the next class teacher at the end of the school year. Teachers carry out Internal Moderation once a year to ensure consistency, choosing three different levels of ability.

Self-Evaluation

Teachers self-evaluate in order to bring about improvement in teaching and learning. Continual informal evaluation of teaching is ongoing. Teachers evaluate the success of their teaching by how and what the children have learned. There is also a focus on ensuring that evaluations influence future plans. Feedback from others is considered when appropriate, e.g. Learning Support teacher, Outreach support, Nurture Unit staff, pupils, classroom assistants or parents.

EFFECTIVE LEADERSHIP

School Development Planning

Priorities for Literacy and Numeracy are identified in the School Development Plan (SDP) through a process involving Co-ordinators, Principal and whole teaching staff. Assessment Data is analysed, audits are carried out and Action Plans are evaluated. This information is passed on to the Principal for consideration and prioritising. External influences from EA/CCEA/ETI may also affect their judgement.

Use of Data

Analysis of Data and Benchmarking are used to draw up a baseline. This is used to set annual targets for improvement in Literacy and Numeracy. Targets are set for the end of Key Stage 1 and 2 in Literacy and Numeracy and these appear in the SDP.

Assessment	Class	Term	What happens? How/Who analyses?
PTE	P3 – P7	3	*see details below
PTM	P3 – P7	3	*see details below
WELLCOMM	Nursery & P1	1	To achieve language baseline for all children
CATS	P3, P4 & P6	1	Analysed by Assessment Co-ordinator, LSC, Co-ordinators and class teacher. This data is compared to PTE and PTM analysis for identifying target groups, high, average, low and under achievers.
END OF KEY STAGE ASSESSMENT	P4 & P7	3	Levels are assessed by Primary 4 and Primary 7 teachers. Levels are reported to parents in pupils' end of year report. Levels are used for benchmarking and data analysis. Targets are set using these levels.

What happens? How/Who Analyses?

*PTE and PTM

Literacy/Numeracy Co-ordinators

Co-ordinators carry out whole school analysis. PTM and PTE and compared with CAT results to determine which children are working to their ability as well as identifying high, low and under achievers. This information is used to set individual targets and compared to actual performance at the end of the school year.

Co-ordinators use data to evaluate the current Action Plan and set targets for a new Action Plan.

Assessment Co-ordinator

Assessment Co-ordinator organises the ordering of the tests and draws up a timetable for them to take place. They ensure relevant data is passed on to the appropriate members of staff. They input the data into SIMS.

Principal

Data analysis is shared with the Principal to monitor progress in Literacy and Numeracy throughout the school. This is prioritised and targets are set for the future.

Staff are supported in addressing under-achievement and low achievement pupils in Literacy and Numeracy by the LSC and Co-ordinators.

Professional Development of Staff

Opportunities for appropriate professional development in Literacy and Numeracy are offered to Co-ordinators through EA training. Co-ordinators inform staff of new developments in their subject area.

LSC and class teachers support classroom assistants in their use of Literacy and Numeracy in the classroom. Classroom assistants are included in all appropriate staff training and their professional development needs are catered for, when possible.

Curriculum meetings are held to build capacity and share good practice amongst teaching staff.

Co-ordinators monitor and evaluate effective practice through classroom observations, book looks and planning.

New teaching strategies and resources are disseminated by Co-ordinators.

Monitoring and Evaluating

The progress of Literacy and Numeracy Action Plans is monitored termly. Progress for the term is reported along with plans for the next term. Evidence is collated by co-ordinators, when monitoring takes place. This could be through observations, book looks, analysis of planners and/or displays. This evidence is linked to the Success Criteria drawn up in the Action Plan. A termly overview of Literacy and Numeracy is provided for all staff at the beginning of each term. Co-ordinators provide the Principal with monthly Progress Reports.

Action Plans are evaluated by Co-ordinators and staff at the end of each term. The end of year evaluations are used to prioritise and set new targets for the following year.

A SCHOOL CONNECTED TO ITS COMMUNITY

Links with Parents

In Fountain Primary School and Nursery Unit there are different arrangements in place for reporting to parents on their child's progress in Literacy and Numeracy. These include:

- End of KS results
- Parent/Teacher meetings – formal and informal
- End of Year report

Parents are involved in Literacy and Numeracy homeworks in different ways and are given guidance in how to support their children:

- Parent information meeting to inform about Literacy and Numeracy work for the year ahead (September/October).
- Parents receive and agree the Homework Policy set in each classroom.
- Parents are expected to sign all homework.
- Some homework will involve parents for practical activities.
- In Nursery and Primary 1, Induction meetings and booklets are provided explaining expectation for the year ahead and homework for Primary 1.
- Nursery produces a monthly newsletter.
- Children bring home library books from the class libraries.

- Nursery children bring home book bags to support bedtime reading (Getting Ready to Learn – Big Bedtime Read).
- Areas for development specific to literacy and numeracy are identified in End of Year Reports.

Links with Other Schools

Fountain Primary School and Nursery Unit has developed and maintained many Literacy and Numeracy links with other primary schools.

These include:

- Cluster Meetings
- Use of electronic communications

In relation to pre-school transition the Nursery teacher completes end of year reports and children follow an induction programme to prepare them for Primary 1.

At post-primary level, teachers from local post-primary schools meet with P7 teacher and pupils for information sessions about each school. The P7 teacher also shares assessment data with relevant post-primary schools. The post-primary schools hold open nights for Primary 7 children to attend with their parents to gain an insight into those schools. The P6 children are also invited to visit the post-primary schools that they are interested in transferring to.

Shared Education

Fountain Primary School and Longtower Primary School work very closely together. P1 – P7 teachers meet throughout the year to plan for and teach termly Shared Education lessons. Other events occur ad hoc without planning.

Links with the Community

In Fountain Primary School and Nursery Unit many links have been established to connect with and draw support for Literacy and Numeracy in the local community. These include:

- Use of the local library
- Competitions
- World Book Day events
- Local shops and businesses
- Bogside and Brandywell Health Forum interventions

Links with External Agencies

Many other links exist in school with external agencies which helps to promote Literacy and Numeracy. For example:

- Educational Psychologist
- Looked After Children (LAC)
- Outreach Support
- Newcomers

RIGHTS RESPECTING SCHOOL

This Policy relates to:

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17: You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.