Westbourne School Policy – Skills

Literacy, Numeracy & ICT

Overview

Students throughout the school from Nursery to Sixth form will receive Maths and English (or ESL) lessons, and their progress in both will assessed in a number of ways, such as NGRT, NFER, National Literacy/Numeracy Tests, Common Entrance Examinations, GCSE and IB Diploma. However, the application of skills developed in both these skill areas to other subjects and everyday life. Intervention and support initiatives are in place for those that require additional help.

Computing is a subject that is studied throughout the Prep School and currently up to Year 9 (first year of GCSE Computing). In the Senior School the emphasis is on coding and programming, but throughout the school use and application of ICT in all subjects to enhance their progress and standard of work is encouraged at every opportunity.

Whole school skills are monitored as part of regular book reviews.

Literacy

Rationale

The development of an effective literacy policy (speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Westbourne School, we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students’ self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Our curriculum is underpinned by developing students’ abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student’s potential to the point where they are reading at, or above, their chronological age. We will quantify this development through a robust program of assessment, intervention and data analysis.
Aims

- Support students’ learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students’ literacy skills
- Increase students’ standards of achievement in literacy and across the curriculum
- Promote knowledge and understanding of the students’ standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness
- Raise students’ own expectations of achievement, thus raising standards and aspirations
- Develop a shared understanding, between all staff, of the role of language in students’ learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life
- Recognise that language is central to students’ sense of identity, belonging and growth
- Develop students’ confidence and ability to express themselves
- Support the staff team to implement effective literacy development and wider achievement across the school

Reading - helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge
- To create an environment where reading is promoted across the school
- To provide time in school every week for all students to read
- To support reading through a range of varied and appropriately differentiated reading resources
- To promote and support reading in non-school hours
- To implement a more robust assessment process to identify weakness and strength, which in turn is used to inform planning and intervention

Writing - helps pupils to sustain and order thought
- To provide students with a range of challenging writing tasks
- To provide students with real audiences and creative writing outlets where possible
- To support writing with frames or scaffolds where appropriate
- To ensure grammar, spelling and handwriting are supported in all subjects
- To promote and support writing in non-school hours
- Speaking and Listening - language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on things others have said, written or done
- To raise awareness of the importance of speaking and listening across the school
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects
- To support all departments and subjects in embedding speaking and listening within their area
Promoting Literacy

Literacy across school is driven by every member of teaching staff and is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively. Support staff will provide additional scaffolding for students with identified literacy weaknesses, and staff are encouraged to share good practice. They will regularly monitor students’ progress in literacy and the impact of literacy interventions and review provision accordingly. Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home. Students will take increasing responsibility for recognising their own literacy needs and making improvements.

Speaking and Listening

All staff will:

● Lead by example, ensuring Standard English is used at all times and is expected in response
● Challenge students when slang or inappropriate colloquialisms are used
● Encourage the correct use of English in the classroom environment
● Encourage students to correct their own speech when errors are drawn attention to
● Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

Writing

All staff will:

● Model high standards of presentation
● All work to be presented with date and title
● Model all pieces of writing – never assume that the student will know what structure or tone to employ
● Use writing frames etc. to aid extended writing for those who need them
● Promote punctuation, spelling and grammar within any writing task
● Take every opportunity to expand vocabulary and range of expression
● Be explicit about what vocabulary or key words you expect to find in any given piece of writing
● Insist on the use of full sentences within writing tasks
● Take opportunities for peer literacy marking
Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

**Reading**

All staff will:

- Provide opportunities for reading as a class, in groups and individually
- Encourage reading aloud if appropriate to task
- Encourage further reading around the subject
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming and scanning skills in lessons
- Develop students’ ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text
- Take every opportunity to promote the enjoyment of reading

**Marking**

All staff will:

- Follow the Westbourne School marking policy when assessing students’ work
Numeracy

**Rationale**

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do a basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

**Aims**

- To develop and improve standards in numeracy across the school
- To ensure consistency of practice including methods, vocabulary, notation, etc;
- To indicate areas for collaboration between subjects
- To assist the transfer of pupils’ knowledge, skills and understanding between subjects

**Practice at Westbourne School**

1. **Raising Standards**
   
   Raising Standards in Numeracy across our school cannot be solely judged in increasing test percentages. There is a need to evaluate the pupils’ ability to transfer mathematical skills into other subject areas, applying techniques to problem solving. Their confidence in attempting this is initially as important as achieving the correct solution. The Senior Leadership Team has a commitment to the implementation and evaluation of this work. They are aware of the need to create time for liaison and sustain the cross curricular links forged between subject areas.

2. **Consistency of Practice - Teachers of mathematics should:**

   - Be aware of the mathematical technique used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects

   - Provide information when needed to other subject teachers and departments on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.

   - Through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills
Teachers of subjects other than mathematics should:

• Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly

• Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills

3. Our Areas of Collaboration:

Mental Arithmetic Techniques:
All departments should give every encouragement to pupils using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.

Whole school Policy on the use of calculators

In deciding when pupils use a calculator in lessons, we should ensure that:

• Pupils’ first resort should be mental methods
• Pupils have sufficient understanding of the calculation to decide the most appropriate method: mental, pencil and paper or calculator
• Pupils understand the four basic (adding, subtracting, multiplying & dividing) arithmetic operations and recognise which to use to solve a particular problem;
• Pupils have the technical skills required to use the basic functions of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures, fractions, etc
• When using a calculator, pupils are aware of the processes required and are able to say whether their answer is reasonable
• Pupils can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations)
• We help pupils, where necessary, to use the correct order of operations – especially in multi-step calculations, such as \((3.2 - 1.65 \times (15.6 - 5.77))\).

Vocabulary:
The following are all important aspects of helping pupils with the technical vocabulary of Mathematics:

- Using a variety of words that have the same meaning e.g. add, plus, sum
- Encouraging pupils to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times
- Discussion about words that have different meanings in mathematics from everyday life e.g. take away, volume, product, etc.
- Highlighting word sources e.g. quad means 4, lateral means side so that pupils can use them to help remember meanings. This applies to both prefixes and suffixes to words.
4. Transfer of Skills

It is vital that as the skills are taught, the applications are mentioned and as the applications are taught the skills are revisited. The Mathematics team will deliver the Curriculum, knowledge, skills and understanding through the schemes of work, using direct interactive teaching. They will make references to the applications of Mathematics in other subject areas and give contexts to many topics. Other curriculum teams will build on this knowledge and help pupils to apply them in a variety of situations. Liaison between curriculum areas is vital to pupils being confident with this transfer of skills and the Maths team willingly offers support to achieve this.

Detailed below are some examples different ways maths may be encountered in other curriculum areas.

ART – Symmetry; use of paint mixing as a ratio context.

ENGLISH – comparison of 2 data sets on word and sentence length.

GEOGRAPHY - representing data, use of Spreadsheets.

HISTORY – timelines, sequencing events.

ICT – representing data; considered use of graphs, bar charts for discrete data, histogram data.

MFL – dates, sequences and counting in other languages; use of basic graphs and surveys to practice foreign language vocabulary and reinforce interpretation of data.

MUSIC – scales.

PHYSICAL EDUCATION – collection of real data for processing in Maths, estimation, time and measurement.

RELIGIOUS EDUCATION – interpretation and comparison of data gathered from secondary courses (internet) on e.g. developing and developed world.

SCIENCE – calculating with formulae, graphing skills, measuring skills, units of area and volume, scale practical equipment, and proportion.
**Information & Communication Technology (ICT)**

Westbourne School believes the benefits to be derived from using Information Communication Technology (ICT) across the curriculum are significant and that every pupil at Westbourne School should have the opportunity to develop personal ICT competence and to use and extend personal ICT competence in a range of subjects across the curriculum. ICT competence is best achieved by:

- Developing sufficient skills and expertise amongst pupils and teachers to maximise the appropriate use of ICT in individual subject areas
- Developing sufficient ICT resources and maximising the availability of ICT resources to enable access to ICT resources to be a daily reality for students and staff
- Co-ordinating the cross curricular experience of students to guarantee *pupil entitlement* to ICT
- Developing whole school approaches to ICT where appropriate
- Providing opportunities for students to have their ICT competence accredited by appropriate assessment schemes

**Rationale**

Westbourne School recognises and values the role ICT can play in:

- Enhancing the learning and teaching process in all subjects
- Developing literacy, numeracy, communication, problem solving, information handling, social, interpersonal and independent learning skills amongst pupils
- Positively preparing students to play an active role in a workplace and world dominated by ICT
- Encouraging students to experiment, explore, understand, interpret, research, select, present, check and improve their work
- Contributing directly to the school’s mission statement of promoting excellence amongst all in the school community
Aims

It is the intention of this ICT policy to secure the following within Westbourne School:

- To identify and maximise the *appropriate* use of ICT across the curriculum to enrich pupils learning and teaching experiences
- To respond positively to new guidance on use of ICT in the curriculum as and when it arises
- To provide staff and pupils with the skills, knowledge and understanding to make maximum use of existing ICT resources
- To help teachers incorporate ICT into their curriculum, administrative and management practice through appropriate training and support
- To ensure that ICT is properly resourced, that ICT equipment is repaired quickly and ICT equipment is updated on a planned basis
- To ensure that ICT equipment is available in sufficient numbers at suitable sites around the school to enable staff and pupils at Westbourne School to maximise the real benefits ICT offers to the enhancing of learning and teaching
- To co-ordinate the cross-curricular ICT experiences of students Westbourne School to ensure coverage, continuity and progression in ICT and to address weaknesses in the cross-curricular experience of students
- To implement whole school policies on acceptable use of the Internet

Benefits of ICT to Education

In addition, Westbourne School recognises the proven benefits ICT offers to the learning and teaching experience. For pupils there are frequently gains in:

- Motivation
- Presentation
- Questioning skills
- Problem solving
- Information handling
- Techniques of modelling

Teachers often find that (among many other gains) using ICT can lead to:

- Rethinking learning and teaching strategies
- More opportunities for differentiation
- Greater expectations of their pupils
- More opportunities for individual teaching and group work
- Better understanding of their pupils’ learning
- Providing greater access to sources of information that are ‘live’ and up to date
- Facilitating greater differentiation of pace and content for both the fast and slow learner
- Facilitating the development of ‘independent learning’ skills for later life
- Helping the acquisition of information skills that will be an essential part of life in an information rich society
In addition, Information and Communications Technology:

- Is a valued environment in our school, it promotes the public image of the whole school and assists students in developing a positive self-image
- Can provide a safe and non-threatening environment for learning
- Has the flexibility to meet the individual needs and challenge the abilities of each student
- Promotes access for pupils with learning difficulties to otherwise inaccessible areas of the curriculum
- Promotes high standards of presentation
- Promotes skills in decision making
- Empowers its users
- Gives students immediate access to richer source materials
- Can present information in new ways which help students to understand, assimilate and use it more readily
- Can motivate and enthuse pupils – *ICT can and should be fun*
- Can help children to focus and concentrate
- Offers potential for effective individual and collaborative working patterns
- Facilitate high levels of interaction between staff and pupils, and enables all pupils to become actively involved in and take control of their own learning
- Offers staff new and interesting ways of enhancing the learning and teaching process