

LITERACY AND NUMERACY POLICY

Informed by Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy: Launched March 2011

LITERACY POLICY

Literacy is central to the development of learning, giving pupils the opportunity to contribute to the development of a healthy society where they can appreciate, enjoy, understand, evaluate, discuss and make informed choices and decisions. We recognise that all modes of language contribute to the development of literacy: Talking, Listening, Reading and Writing. By using these modes of language for specific purposes in specific contexts pupils can develop knowledge, understanding and skills for learning.

The following principles underpin our approach to the promotion and development of Literacy:

- to develop pupils' confidence as learners and users of language;
- to develop pupils' skills in all areas of language;
- to enable pupils to generalise beyond English to all areas of the curriculum in order to apply and develop further their language skills;
- to develop pupils' knowledge of and familiarity with a wide range of literature, both fiction and non fiction, enabling them to make choices about the kind of texts they enjoy;
- to develop in pupils the ability to read fluently using reading methods that are appropriate to the material and task;
- to develop pupils' ability to use information texts and to locate, extract and use relevant information;
- to develop writing skills for a range of purposes and audiences, using spelling punctuation and syntax appropriately and with confidence;
- to enable pupils to communicate clearly and confidently in appropriate forms of speech;
- to promote a wide use of ICT as a medium for further development of language both in English and across the curriculum.

NUMERACY POLICY

It is important there is a shared understanding among the whole staff of the term 'numeracy'. Numeracy and Mathematics are, for all intents and purposes, synonymous terms. Numeracy has been defined as follows:-

(a) Cockcroft Report (1982)

- An 'at-homeness' with numbers.
- Ability to make use of mathematical skills to cope with the practical mathematical demands of every day life.
- Ability to estimate and approximate number in a range of situations.
- Appreciation and understanding of information presented in mathematical terms (in graphs, charts or tables).

(b) National Framework for teaching Mathematics (1999)

- Numeracy is a proficiency which involves confidence and competence with numbers and measures.
- It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts.
- Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

The following principles underpin our approach to the promotion and development of Numeracy:

- the development of numeracy skills is a basic entitlement for all pupils;
- all pupils should experience a rich numeracy learning environment, regardless of perceived 'ability';
- numeracy involves the application of knowledge, skills and understanding essential for personal and social development, in this way the school supports the life-long learning of its pupils;
- competent numeracy promotes self-confidence and therefore staff will endeavour to deliver their lessons in a manner that builds pupil belief both in themselves and in mathematics;
- mathematics is an opportunity for pupils to convey meaning in a variety of ways. It can be used to describe, illustrate and explain; it is powerful, concise and unambiguous;
- numeracy must be an experience from which pupils derive pleasure and enjoyment ;
- numeracy activities should provide both a challenge and a sense of achievement for all pupils;
- competence in mathematics/numeracy is important and essential for success in other areas of study;
- numeracy should be promoted throughout all areas of the curriculum in a consistent and efficient manner.