



Dixons City Academy

Policy Documentation

Policy: Literacy and Numeracy across the Curriculum

**Responsibility for Review: Assistant Principal – Learning and Literacy
Date of Last Review: August 2017**

Literacy across the Curriculum

Statement of Policy:

All staff at Dixons City Academy are committed to developing students' reading, writing, speaking and listening skills so that students can access the whole curriculum and experience greater academic and social success.

Aims:

- To provide students with the skills to become confident readers, writers, speakers and listeners.
- To encourage students to enjoy reading and writing so that they become lifelong readers and writers.
- To ensure there is a consistent whole school approach to literacy and to support staff from all subject areas in teaching and assessing literacy skills.
- To monitor the impact of literacy based initiatives and sustain improvement through embedding and enhancing current provision and putting in place innovative interventions.

Practice

Developing literacy skills through teacher planning

Speaking and Listening

Students are provided with the opportunity to develop their speaking and listening skills in all subject areas. Directed questioning is a key feature of Dixons City Academy's non – negotiable classroom routines and, through questioning, students are encouraged to make extended, independent contributions and speak in Standard English and full sentences. The speaking process makes speaking and listening expectations clear for all staff and students. Teachers also provide students with the opportunity to work collaboratively and develop exploratory talk, presentational talk and formal presentations.

Students also have the option of participating in Stand Up, Speak Out and the school Debating Club so they develop the confidence to speak with authority on significant subjects.

Reading

The whole school reading process allows all staff to support all students in accessing high quality texts so they have a consistent approach to understanding different types of texts. Teachers are expected to remind students of core reading skills such as skimming and scanning. All departments should also regularly review the suitability of the texts they use and it is important that all students are able to access worksheets. Being able to breakdown questions is imperative and teachers support students in identifying command words and understanding the demands of different types of exam questions.

Teachers are expected to plan reading activities carefully so all students are able to access high quality texts and read for meaning. Teachers may need to pre-teach new vocabulary or relate the main ideas of the text to students' lives. Teachers support students in helping them to develop their own toolkit of comprehension strategies such as different ways of working through a text including asking questions and making predictions. Careful consideration is also given to the activity students are expected to do after they have read a text so teachers can effectively assess students' understanding of what they have read. Students may be asked to complete Venn diagrams to compare and contrast information, reconstruct texts in a visual diagram, create story boards, write extended exam style answers and other activities as chosen based on the needs of the class.

All staff value the importance of students reading for pleasure and reading high quality literature. There are regular events and competitions, linked to encouraging students to read and write, throughout the academic year.

Writing

Students are provided with the opportunity to write in a variety of forms and for a range of audiences. In order to produce excellent pieces of writing, students will be supported through the whole school writing process. Teachers will support students in the planning process through the use of appropriate methods. Modelling is an important part of teaching writing at Dixons City and in order for students to produce effective written responses, teachers are expected to share examples of great writing. Developing resilience with writing extended pieces is essential given the demands of examinations and students will be given regular opportunities to write extended pieces in timed conditions.

Teachers recognise the importance of students being able to write in Standard English and write with technical accuracy. All teachers are expected to mark for literacy and use the literacy codes, where relevant, and this is in line with the Assessment for Learning policy and every department's marking and feedback policy. To support students in spelling subject terminology correctly, teachers are encouraged to use a range of strategies when teaching key terms. Teachers should also remind students to proofread their work carefully before it is self, peer or teacher assessed.

Staff are also keen to ensure students have positive attitudes to writing and initiatives and interventions are in place to support with this such as First Story and Dixons City Writers.

Whole school literacy initiatives

Word of the Week

The aim of the Word of the Week strategy is to broaden students' vocabulary and develop their understanding and enjoyment of the English language. Each week, tutors share the Word of the Week with their form group and students are expected to use this word in lessons and around the academy, where possible. The words are selected based on different prefixes so students are able to then work out the meaning of any less familiar words they encounter with a similar prefix. To support students in remembering the words, Year 7 and 8 students can take part in Word of the Week holiday challenges.

Learning Development Group

The Learning Development Group meets every term and it is the group's priority to evaluate literacy based initiatives and create resources to support staff. Literacy CPD is part the CPD calendar so staff are able to share best practice and effectively support students in developing their reading, writing and speaking and listening skills.

Post-16 Literacy Leadership Team

The Post 16 Literacy Leadership Team meets twice every term and their input and suggestions are important in effectively embedding and enhancing literacy provision. Student voice is vital in ensuring all literacy interventions have sustained impact.

Raising the profile of literacy

There are three high profile literacy events every academic year. A range of events and competitions take place to celebrate National Poetry Day, World Book Day and Literacy Week so that students enjoy reading and writing and become lifelong readers and writers.

Supporting all students' literacy needs

Literacy Support takes place through the Individual Needs department and the English department. In English, identified students take part in an alternative programme of study during lesson time and other identified students participate in reading interventions. Year 7 and 8 students are able to access Lexia to further support development of core literacy skills. The Individual Needs department also supports identified students through interventions such as 20/20 reading, assessment of reading and spelling ages and adapting exam papers so they are accessible to all students.

Library and Information Literacy

The Library supports great learning and students are encouraged to use this space for silent study. At all times a purposeful working atmosphere is insisted upon so students can learn effectively. The Library is open before and after school as well as throughout the day. There is a team of student librarians who support the smooth running of the library during the school day.

As well as being used for independent study, the Library can be used by classes for research work. An advance booking system is in operation. The library team can also organise book boxes for teachers so students can easily access texts for research purposes. All Year 7 students have library induction lessons so they use the library in a purposeful way.

The Library stock selection policy aims to support the curriculum requirements of all courses offered and to provide a broad and balanced collection of materials that reflects the Academy's policies on Equal Opportunities, Individual Needs and Moral and Spiritual Development. The selection of fiction aims to provide a range of recreational reading material that will encourage and stimulate reluctant readers and challenge dedicated readers. Books are also available for staff to borrow and there are books to support CPD and books that are more suitable for adults.

The importance of reading for pleasure is emphasised through displays, an annual book fair, author visits and the library team play a leading role in the organisation of events for National Poetry Day, World Book Day and Literacy Week. Students can also access Reading Cloud at school and at home.

Monitoring and Evaluation

Dixons City Academy makes use of qualitative data from student and staff voice and quantitative data from reading ages and progress in English to assess the impact of literacy based interventions. Other possible approaches include: work scrutiny, learning walk and lesson evaluations, meetings, scrutiny of schemes of learning and long term plans.

Numeracy across the Curriculum

Statement of Policy:

The Academy believes that numeracy is essential to students for the achievement of their maximum potential; students need to have the skills to solve numerical problems by any suitable means, with full understanding, and interpret the answers they obtain. Students should be able to apply their skills both inside and outside Academy.

The aims are:

- To ensure all staff have a common understanding of the value of mathematical and numerical skills and are familiar with correct mathematical language, conventions and techniques.
- To ensure all staff support students with developing their numeracy skills.
- To develop cross-curricular links so departments share best practice and work together effectively in developing students' numeracy skills.

Practice:

In order to provide maximum opportunity for students to develop and improve their numeracy skills and so develop a positive and consistent attitude to mathematics and its applications, all Academy staff are asked to observe the guidelines below:

Staff are to encourage students at all times to:

- use mental arithmetic/pencil and paper methods to perform simple calculations whenever possible
- make an estimate before performing calculations, especially to ensure reasonableness of answers on the occasions when calculators must be used
- use appropriate mathematical language (both spoken and written) and to share different methods/ideas for solutions to mathematical problems, thus valuing both 'standard' and 'non-formal' skills
- correctly label and present all types of graphs – bar charts, pie charts, line graphs, etc and to recognise when each type of graph is appropriate. Discussion as to the interpretation of graphs from data and the social and moral issues of how graphs may be misleading is also to be encouraged
- use a variety of units of measure, imperial as well as metric, stating clearly which units have been used and being aware of approximate equivalences
- be consistent in the use and re-arranging of algebraic formulae

Staff are also encouraged at all times to discuss with any member of the Mathematics Department, the use of the Mathematics within their curriculum area.