



St. Angela's School.

Literacy and Numeracy Policy.

1. Mission statement.

St. Angela's is a Catholic school which aims to cherish the uniqueness of each individual and to develop the full potential of each member of the school community.

St. Angela's School is a member of Le Cheile, the Catholic Schools' Trust, and therefore subscribes to the stated vision of that Trust.

2. Preamble.

In St. Angela's School Whole-School, literacy and numeracy are seen as a natural outcome of the teaching and learning process. We recognise the importance of improving literacy and numeracy in the school environment, in life within wider society and to the personal growth of individuals. ("for learning and for life"). We are committed to the development of a whole-school approach to literacy and numeracy and recognise the need for a multi- and inter-disciplinary approach across the whole school.

3. Rationale.

The National Strategy for Literacy and Learning for Learning and Life was developed and published by the Minister for Education and Skills in 2011. This document places a responsibility on school management to set in place strategies for the promotion of improved literacy and numeracy in the student cohort.

For the purposes of this Policy Document, we have considered the definitions of literacy and numeracy as given in the National Strategy Document, quoted here.

"Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. Throughout this document, when we refer to "literacy" we mean this broader understanding of the skill, including speaking and listening, as well as communication using not only traditional writing and print but also digital media.

Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate

during each quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems.”

4. Scope.

This policy covers all students registered in St. Angela’s, their teachers and other staff and school Management.

The policy recognises that the National Strategy Document makes a particular commitment to international students, members of the Travelling Community, students with SEN and students from socially and economically disadvantaged backgrounds, with regard to improving literacy and numeracy.

St. Angela’s School Policy applies to visiting students, understanding that these students have particular learning needs with respect to communication in the English language.

The policy takes effect from date of ratification.

5. Aims.

The St. Angela’s School Literacy and Numeracy Policy exists in order to:

- provide for the Continual Professional Development of staff in the areas of literacy and numeracy teaching.
- promote whole-school literacy and numeracy by creating and maintaining positive attitudes around literacy and numeracy
- enable the assessment of levels of attainment and potential attainment in literacy and numeracy in all students
- enable the development of strategies to improve literacy and numeracy levels across the wide curriculum, which can be supported by all teachers and support staff
- ensure subject specific literacy and numeracy are taught in all subject areas
- promote continued parental involvement and support of their child’s literacy development.

6. Continuous Professional Development.

School management is committed to enabling teachers to access relevant professional development training on an on-going basis. Training may be in a subject specific area or in cross curricular innovations. Where it is not possible for all members of a faculty to attend training,

staff members are encouraged to share new and best practice. The Senior Management team arranges faculty time periodically during each academic year, to facilitate planning and evaluation of faculty work.

7. Curriculum.

This policy recognises the importance of a creative, evolving and relevant curriculum in the promotion of literacy and numeracy in our school. We recognise the important role that the Principal and Deputy Principal have in leading the entire school community towards the creation of a curriculum that meets all students' needs. Furthermore, this policy documents the importance of prudent use of resources, human and financial, in the establishment of a timetable which allows for the promotion of literacy and numeracy across the curriculum.

8. Literacy and Numeracy Team.

The school is committed to the establishment and resourcing of a Literacy and Numeracy Team, which will oversee the development, implementation and evaluation of strategies to improve these core skills. The Team will comprise two members of the Mathematics and English faculties, two others (currently representing Learning Support and Humanities faculties), the Principal and Deputy Principal.

Given the stated aims of this policy, the role of the Literacy and Numeracy Team will be as follows:

- To develop and disseminate strategies to promote positive attitudes towards improving literacy and numeracy
- To promote positive attitudes to reading, writing and using numbers for effective communication
- To work with Senior Management in reviewing curriculum, so that the curriculum's relevance to students' literacy and numeracy needs is monitored
- To develop strategies which will enable the teaching of literacy and numeracy to permeate the whole school curriculum
- To devise methodologies for the assessment of literacy and numeracy and for the measuring, recording and reporting of attainment over agreed periods of time

The committee may liaise and consult with the following:

Guidance team

Designated Post Holder

Learning support / resource team

SNA team

Subject teachers

Pastoral care team

Parent / Guardians

Outside facilitators / trainers

Other bodies eg JCSP, PDST, NCCA, SDPI etc

9. Targets.

The Literacy and Numeracy Team has the responsibility of outlining strategies for the promotion of the core skills. It is envisaged that a number of targets will be identified before the onset of each academic year by the Team, in consultation with the whole staff, and that monitoring the move towards the achievement of these targets will become part of school development planning, and the work of the Literacy and Numeracy team in particular. It is proposed that there will a major concentration on literacy targets with a minor concentration on numeracy targets in year 1 of each two year cycle, the reverse being the case in year 2.

Examples of targets are given in appendices 1 and 2.

Discussions around the setting of targets, both for the general student body and particular groups within the student body, will be informed by any or all of the following:

- analysed data from aggregated assessment and trends identified therein
- reflective practice; discussions at faculty level and through development planning and self evaluation
- conversations with students and analysis of students' self assessment
- observations of learners on tasks
- feedback from outside sources; SEC, DES inspectorate etc

10. Assessment.

Qualitative: Assessment in St. Angela's takes place formally and informally, through classwork and homework exercises, project and task work, class tests and quizzes and common terminal

examinations. Assessment may be verbal or written. Teachers keep written records of all results and written reports are sent to parents / guardians at Christmas and Summer of 1st, 2nd 4th and 5th Year and at Christmas and Spring of 3rd and 6th Year. In addition, parents / guardians are invited to attend an annual Parent-Teacher meeting and to attend meetings with any member of the Pastoral Care team as needs arise.

Quantitative: Students are assessed using standardised testing mechanisms (eg WRAT, DAT etc) on entry into 1st Year, during 2nd Year, during 4th Year and periodically as the need arises. Information coming from aptitude testing in Primary school will be given to school management from June 2012.

School Management is committed to a regular collation of data resulting from aptitude testing and to the development of methodologies to track attainment, or lack thereof, in students. This information will be passed to the Board of Management for its consideration.

As the school works towards becoming increasing self-evaluating, there will be additional scope for the collection of feedback data from students, parents and guardians and the other partners in education.

11. Evaluation.

The school recognises that, while all teachers have a role to play in the promotion of literacy and numeracy, some key staff members will have particular responsibilities and will be well placed to provide periodic and on-going evaluation of this policy. These may be: members of the Resource Teaching Team, members of the Maths and English faculties, members of the Literacy and Numeracy Team, Guidance Team and subject teachers.

To evaluate the efficacy of this policy, a number of measures will be considered:

- Regular assessment of students in a qualitative and quantitative way, and careful processing of the results of this assessment will allow evaluation of the efficacy of the Literacy and Numeracy Policy.
- Satisfaction ratings of students and their parents / guardians
- Feedback from external evaluation (state examination, inspectorate etc)

12. Responsibilities.

- The Board of Management: monitoring of trends identified by testing and advising the SMT of appropriate response

- Senior Management Team (Principal and Deputy Principal): rolling out of Literacy and Numeracy Policy, establishment of resourcing of L and N Team, enabling curriculum and professional development
- Land N Team: as stated
- Post holder: In the event that a Post Holder is assigned Literacy and Numeracy promotion, the duties will be outlined by the Principal, and appended here in appendix 3.
- Faculty Staff, LSP / Resource Team / Guidance Team / SNA team: implementation of strategy, information gathering and feedback to whole staff

Proposed date of review: _____

Date of ratification: _____

Nov 2015

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Appendix 1.

Possible Strategies for the Promotion of Numeracy.

Calculator games: make words out of numbers

Time travel: using time to speak about the future and past

Money: Use numbers

Use numbers to assign value to learning targets: eg How important is this concept to me?

Grades given in fractions

Timetable displayed

Tabulate fitness levels (PE)

Population / demographic statistics: History, Geography, CSPE

Menus (prices in languages subjects)

Sequences and patterns in learning: Science, Business etc

Volume / capacity

Calculating points: Careers / Vocational Prep.

Diagrams: use charts / spider diagrams / flow charts as part of AFL and self evaluation

Dates: daily journal and record of learning by date

Mock elections: Tabulating votes; charting voting patterns / quotas

Formulae: visible, print rich environment of Log Tables, Periodic Table of Elements, Formulae, Theorems etc

Rhythm: Division of note values; tracking of different rhythmic patterns (music)

Measuring: Home Economics

Height charts

Numeracy Wall

Weekly quizzes: sudoku

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Appendix 2.

Possible Strategies for the Promotion of Literacy.

Designated reading spaces around the school: coffee table books and magazines available

“Pause for Prose”: school pause for reading time

Spelling wall

Key words per subject Department

Painless reading: eg Joke of the Day

Word games: pair work and group work

Rhyming / compose a “rap” to explain learning targets / outcomes

Arrow Programme

4th Year mentoring

Note taking

Diary keeping

Use of flash cards

Role playing

Letter writing

Self assessment: “What did I learn?” record

Spelling errors to be corrected centrally in classroom: compile list of “Words which worry”

Examine the origin of words

Abbreviations

Interviews

Words in rhythm and rhyme

Find synonyms and antonyms

Debate: give the alternative view

“Tweet” a summary of the lesson: summarise in certain number of words

Print rich environment: classroom instructions / traffic signs / notice boards in each classroom

Poster Competitions: Make up slogan (eg Anti bullying slogan)

Library time / research time

Document preparation

Rephrasing / rewriting

Paired reading

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Appendix 3.

**Duties of Post Holder with Responsibility for
Planning for the Promotion of Literacy and Numeracy.**

Coordination of Subject planning with emphasis on L and N

Notification of INSET training available for staff

Coordination of L and N interventions / measures

Coordination of assessment and arrangement for the tabulation of measures of progress

Collaborad with Principal and team on the development of the SSIP