



# **Curriculum Policy**

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## 1. Curriculum Ethos

North Chadderton School offers a broad and balanced curriculum that will enable students to become engaged 21<sup>st</sup> century citizens. Learning and teaching is fundamental in everything we do; that students are given every opportunity to learn independently in an engaging environment is essential to us as a 'thinking school'.

Our curriculum aims to:

- ensure that students have the opportunity to achieve the best outcomes and enable future progression in learning
- develop our students respect for views different to our own and to develop their spiritual, moral, social and cultural understanding and well-being,
- challenge our students to think creatively and ensure that students and staff maintain high expectations
- establish a community of caring learners who will work collaboratively to ensure that we can all achieve

Our Curriculum will:

- adhere to all statutory requirements
- be tailored to the individual needs of students
- enable young people to become successful life-long learners
- give students choice within a structured system
- ensure appropriate levels of advice and guidance (IAG)
- provide opportunities to learn beyond the classroom.

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Our taught curriculum is delivered through a weekly timetable with each day divided into 5 periods of 60minutes.

## 2. Curriculum Outline

### Key Stage 3 (to Sept 2016)

At North Chadderton School, Key Stage three consists of years 7-9. Lessons are 60 minutes and year groups are split into two bands of roughly equal ability.

During KS3 students study the following subjects;

Year Group	English	Maths	Science	History	Geography	MFL	Art	Design Technology	ICT	PE	Performing Arts	Religious Education	SMSC	Literacy & Numeracy	Form Business and Assembly
7	4	4	4	2	2	2	1	1	1	1	1	1	0.5	0.5	0.5
8	4	4	4	2	2	2	1	1	1	1	1	1	0.5	0.5	0.5
9	4	4	4	2	2	2	1	1	1	1	1	1	0.5	0.5	0.5

Children with Learning Support requirements are taught in these classes as far as possible with support.

At KS3 students are taught in mixed-ability form groups for most lessons with some setting (Mathematics, English and Science)

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This will involve field trips, concerts, guidance sessions, citizenship, extra-curricular activities.

Students who are identified as having weak literacy skills are withdrawn from MFL and have 2 hours additional literacy time each week.

## Key Stage 4

The curriculum in Years 10 and 11 gives students more choice but within an overall framework that ensures they enjoy a broad and balanced education. All students follow a common core of subjects and supplement this with up to three option choices. A structured guidance programme ensures that option choices meet the needs of the individual student. Prior to choosing their options all Year 9 students undertake a specially designed guidance programme which includes Open evening, PSCE based guidance lessons and an individual interview with the staff before making their final choices.

Key stage 4 is taught across Y10 and Y11. Lessons are taught in 60mins. The majority of subjects offer GCSE courses with some subjects offering BTEC courses. The courses offered are determined by the requirements of the National Curriculum with the all students following a core curriculum of English Language and Literature, Mathematics and statistics, Science and Physical Education as well as SMSC each week. The majority of students are entered for at least 2 GCSE science qualifications.

The students also choose 3 GCSE courses. The following run if viable numbers chose the subject;

- |                      |                                  |                          |
|----------------------|----------------------------------|--------------------------|
| Fine Art             | Three –dimensional Art           | Business Studies         |
| French               | Spanish                          | Geography                |
| History              | Film & Media                     | Music                    |
| Performing Arts      | Drama                            | Sports Studies           |
| Food Products        | Information Technology           | Resistant Materials      |
| Textiles             | Electronics                      | Graphics                 |
| Psychology           | Sociology                        | RE – Philosophy & Ethics |
| Health & Social Care | Triple Science (*Apollo pathway) |                          |

Year Group	English Language & Literature	Maths and Statistics	Science – 2 GCSE	Option Choice 1	Option Choice 2	Option Choice 3	PE	SMSC	Literacy & Numeracy	Form Business and Assembly
Y10	4	5	5	3	3	3	1	0.5	0.5	0.5
KS4	4	4	5	3	3	3	2	0.5	0.5	0.5

## Curriculum Pathways at KS4 (until Sept 2016)

### Pathway 1

These students are directed to follow a MFL and Humanities subject (History, Geography) and have one other subject choice.

### Pathway 2

These students are directed to follow an EBACC qualification (History, Geography, MFL, Computer Science, Triple Science) and have two other subject choices.

### Pathway 3

Students on this pathway follow a Double Science qualification and have three other subject choices. These students are not excluded from opting for the EBacc subjects.

### ASPIRE Pathway

This pathway caters for students who struggle to engage with a mainstream provision. Students on the ASPIRE pathway Study English Language, Maths and Dual Science qualifications and have two other subject choices.

### INSPIRE Pathway

This pathway caters for students who access our SEN provision. Students on the INSPIRE pathway Study English Language, Maths and Dual Science qualifications. They may be entered for English Literature and Statistics. These students have two other subject choices and their third option is in the INSPIRE base where study support is provided.

### The English Baccalaureate

North Chadderton School acknowledges the status which has been afforded the government's school performance measure known as the EBacc and the impact this has had on option choices. The school is careful to explain to parents that the EBacc is a performance measure rather than a qualification. However, the school also believes that achieving the EBacc is important for our students and we guide the most able students to choose this combination of subjects, although it is open to all students. However we also acknowledge that it may disadvantage some of our students if they do not gain the GCSE's within the EBacc. The school also recognises that a large number of students at KS4 progress to take facilitating A levels at KS5. As such the majority of students are encouraged to take those subjects that comprise the EBacc.

## Key Stage 5

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment. We offer programmes of study at levels 2 and 3 and provide a wide range of academic and vocational qualifications. Prior to choosing their options all Year 11 students undertake a specially designed guidance programme which includes 6th form open evening, PSCE based guidance lessons and an individual interview with the staff before making their final choices.

## Y12 and Y13 Courses

Our sixth form prospectus provides information about the courses available to students (approximately 30), the entry requirements and pathways, and the support available to students to help them progress through the sixth form and on to their chosen destination. The year 12 courses lead to GCE Advanced Subsidiary level, GCE Advanced level qualifications or BTEC National Diplomas.

Students who have not been successful in gaining a C grade in Maths or English have the opportunity to retake one or both of these GCSE subjects alongside leadership courses and GCE AS courses. This course allows students to develop their learning beyond Level 2 qualifications and provides progression either to further study at North Chadderton School or employment/training or education elsewhere.

The AS and A2 courses offered to students are listed below. These courses run if numbers applying are viable:

Biology	Chemistry	Physics
Maths	Business Studies	Geography
IT	Psychology	Fine Art
English Literature	English Language	Media Studies
Sports Studies	Accounting	Sociology
Film Studies	History	Psychology
Further Maths	Government and Politics	Art – Graphics
DT- Product Design	Performing Arts	Spanish
French	Economics	

## Vocational Pathway Subjects at Level 3

- Applied Science
- Applied Business
- Applied ICT
- BTEC L3 Health & Social Care

## **3. Curriculum Planning and Monitoring**

It is the responsibility of curriculum leaders and subject staff to plan and manage the curriculum and assessment for their subject areas. They report back regularly to their SLT line managers and meet through the standing curriculum leaders meetings.

An annual, structured curriculum review takes place each year, led by the Deputy Head (Raising Achievement) who meets with curriculum leaders and other key staff to plan the curriculum for the following year.

Updates on curriculum changes are made to the Curriculum and Learning Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body.

## 4. Curriculum September 2016 onwards

A curriculum review took place this academic year where we considered the effectiveness of our offer in securing outstanding progress for all our students and preparing them well to compete alongside their peers as they leave the school and move into Further and Higher Education and employment.

Following National reform around assessment and curriculum we proposed a move to a three year delivery for our GCSE courses, which would involve all subjects beginning in Year 9 and examined in Year 11.

Bespoke Pathways are provided to ensure all students are suitably catered for in terms of their ability profiles.

Following consultation with staff, parents and the Governing body these proposals were accepted. Implementation of this model will begin in September 2016 with Year 9.

### Year 7 and 8

Students in Year 7 and 8 will follow a broad and balanced curriculum which aims to set the foundations for their GCSE studies. Bespoke provision will support those students requiring additional support around literacy and numeracy and the curriculum model will also enable our more able linguists will study 2 languages.

Number of hours allocated (per subject/per week)														
Identified students	English	Maths	Science	History	Geography	Spanish	French	Art	Design Technology	Performing Arts	IT/Computing	PE	RE	SMSC
<i>More able linguists</i>	4	4	4	2	2	2	1	1	1	1	1	1	1	0.5
<i>Other students</i>	4	4	4	2	2	3	-	1	1	1	1	1	1	0.5

### SMSC

This is taught as a discrete lesson to all Year Groups. Students will have a 30 minute lesson each week focussed on the key SMSC topics. Topics will be relevant to the students, the community and the Global agendas. Themes and content will be bespoke to ensure appropriate coverage across each year group.

## GCSE Studies

From September 2016 GCSE studies will begin in Year 9. Pathways have been designed to ensure students of all levels of ability are able to follow a study program that will enable them to make good or better progress as well as being well prepared to compete alongside their peers when they leave North Chadderton.

## Year 9 Pathways

Number of hours allocated (per subject/per week)								
	Core Subjects			Additional subjects				
<b>Pathway 1</b>	English Language & Literature	Maths & Statistics	Science (Triple or Double Award)	Humanities subject (Geography or History)	MFL (French or Spanish)	Subject choice 1	Subject choice 2	PE
	5	5	5	2	2	2	2	2

Number of hours allocated (per subject/per week)								
	Core Subjects			Additional subjects				
<b>Pathway 2</b>	English Language & Literature	Maths (& Statistics for some)	Science (Triple or Double Award)	Ebacc subject (History, Geography, Spanish, French, Computer Science)	Subject choice 1	Subject choice 2	Subject choice 3	PE
	5	5	5	2	2	2	2	2

Number of hours allocated (per subject/per week)								
	Core Subjects			Additional subjects				
<b>Pathway 3</b>	English Language & Literature	Maths (& Statistics for some)	Science (Triple or Double Award)	Subject choice 1	Subject choice 2	Subject choice 3	Subject choice 4	PE
	5	5	5	2	2	2	2	2

Number of hours allocated (per subject/per week)								
	Core Subjects			Additional subjects				
<b>Pathway 4</b>	English Language (& Literature for some)	Maths	Science (Double Award)	Subject choice 1	Subject choice 2	Subject choice 3	INSPIRE base study support	PE
	5	5	5	2	2	2	2	2

Year 10 students (Sept 2016) will follow a 2 year program.

Number of hours allocated (per subject/per week)							
	Core Subjects			Additional subjects			
<b>Pathway 1</b>	English Language & Literature	Maths & Statistics	Science (Triple or Double Award)	Humanities subject (Geography or History)	MFL (French or Spanish)	Subject choice 1	PE
	5	5	5	3	3	3	1

Number of hours allocated (per subject/per week)							
	Core Subjects			Additional subjects			
<b>Pathway 2</b>	English Language & Literature	Maths & Statistics	Science (Triple or Double Award)	Ebacc subject (History, Geography, Spanish, French, Computer Science)	Subject choice 1	Subject choice 2	PE
	5	5	5	3	3	3	1

Number of hours allocated (per subject/per week)							
	Core Subjects			Additional subjects			
<b>Pathway 3</b>	English Language & Literature	Maths (& Statistics for some)	Science (Double Award)	Subject choice 1	Subject choice 2	Subject choice 3	PE
	5	5	5	3	3	3	1

Number of hours allocated (per subject/per week)							
	Core Subjects			Additional subjects			
<b>Pathway 4</b>	English Language (& Literature for some)	Maths	Science (Double Award)	Subject choice 1	Subject choice 2	INSPIRE base study support	PE
	5	5	5	3	3	3	1

## SMSC

This is taught as a discrete lesson to all Year Groups. Students will have a 30 minute lesson each week focussed on the key SMSC topics. Topics will be relevant to the students, the community and the Global agendas. Themes and content will be bespoke to ensure appropriate coverage across each year group.

## **Appendix 1 - Literacy**

### **Principles**

Literacy is a key life skill that provides students with positive social, educational and economic outcomes. It enables students to gain access to the curriculum studied in school, to read for information and pleasure, and to communicate effectively. Poor literacy skills will act as a barrier to learning and will, therefore, impact negatively on students' progress and their self-esteem within their educational careers. At North Chadderton School we believe that literate students will ultimately emerge as independent, confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

### **Aims**

In adopting a whole school Literacy Policy, North Chadderton School is dedicated to developing the literacy skills of our students, in the belief that it will support their learning, enable them to access the whole curriculum and, in turn, raise standards and improve progress for all. It is important to recognise that **all teachers** are teachers of **literacy**. It is the key for academic success and vital long-term sustainable improvement in attainment.

#### ***Overall aims of the Literacy Policy are:***

- to ensure that all teachers share the responsibility for developing and supporting literacy and feel confident to do so within their curriculum area;
- to ensure systematic, whole-school approaches to learning through talk, learning through reading and learning through writing;
- to foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading and writing for pleasure;
- to ensure clear procedures for monitoring literacy across the curriculum;
- to enable all pupils to attain at least minimum expected standards by age 16 in the key literacy skills of reading, writing, speaking and listening.

#### ***Strategies for ensuring progress against these aims:***

The teaching of literacy is not the responsibility of the English Department alone; all teachers share responsibility for developing students' literacy skills. Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.

The school will ensure that Continuing Professional Development (CPD) time allows a regular focus on literacy and learning. The process of discussion within departments will lead to the sharing of good practice as well as the identification of training needs and opportunities. Dissemination of successful strategies across departments by the Literacy Co-ordinator and the English Department will help to build the necessary shared sense of purpose and direction.

## Roles and Responsibilities

The Literacy Co-ordinator in conjunction with the Senior Leadership Team (SLT), will lead and support literacy development through:

- collation and dissemination of information and data related to literacy development;
- planning, organising and leading relevant professional development to ensure literacy supportive classrooms and teaching;
- involvement in decision-making processes that will directly affect the development of literacy, for example, developing Assessment for Learning, whole school marking policy, literacy intervention for appropriate students;
- organising and encouraging activities that will foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading and writing for pleasure;
- a Literacy 'catch-up' programme will be provided to support those students who were low attainers at Key Stage 2.

**Senior Leaders** are responsible for:

- leading and giving a high profile to Literacy;
- accepting overall responsibility for the delivery of the school's Literacy Policy;
- providing opportunities for staff training on literacy;
- supporting the Literacy Co-ordinator's literacy initiatives;
- monitoring departments' implementation of the Literacy Policy;
- ensuring that all reading ages are on SIMS to enable staff to plan their lessons accordingly and to track students' reading ages;

**The Literacy Co-ordinator** should:

- plan and co-ordinate an extended literacy intervention programme;
- ensure the testing all Year 7 students' reading ages on entry to the school;
- support departments in the implementation of the school's Literacy Policy;
- support departments in the implementation of literacy strategies;
- work with the SLT line manager to develop and raise whole school literacy;
- train and support teachers, associate staff and senior students to support a range of targeted literacy intervention programmes;
- liaise with relevant colleagues (such as the Assistant Headteacher with responsibility for Literacy, SEND staff) to ensure intervention programmes complement the whole school literacy strategy;
- organise small group teaching and individual tuition;
- help to monitor the impact of the Literacy Policy on standards of literacy.

## **Curriculum Leaders** should:

- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages;
- seek to find opportunities to liaise with the Whole School Literacy Co-ordinator and the English Department to provide continuity;
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning;
- encourage good practice, for example, modelling and close collaboration between colleagues in order to promote literacy developments;
- use available assessment data to identify appropriate literacy strategies;
- establish displays within their curriculum area that contain standard English and support whole school literacy.

## **All staff** should:

- ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;
- use the agreed strategies provided by the Literacy Co-ordinator in order to teach Writing, Speaking, Listening and Reading skills as outlined in The National Curriculum;
- mark for literacy as outlined in the school's Assessment Policy;
- be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress;
- report on a student's standard of literacy at Parents' Evenings, as appropriate and encourage parents to support their child's developing literacy;
- ensure that pupils take increasing responsibility for recognising their own literacy needs and making improvements;
- have a Literacy focus in every lesson where appropriate, such as key words, spellings, grammar and planned opportunities for pupils to practice technical terms ;
- have literacy displays in their classroom, such as word walls, guidelines to support literacy across the curriculum and literacy for their specific subject, such as key words.

## **The SENCo** should:

- liaise with the Literacy Co-ordinator about pupils attaining below Level 3;
- communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject;
- monitor pupils with literacy difficulties through EHC plans and review meetings;
- provide Specialist Teacher assessment to screen for SPLD, for example, dyslexia;
- provide Specialist Teacher assessment to secure appropriate access arrangements in public examinations.

## **The Leader of the ASD Base should:**

- liaise with the Curriculum Leader for English regarding Programmes of Study for pupils in the ASD Base;
- be responsible for the delivery of literacy based Programmes of Study;
- be responsible for the assessment of literacy skills of those pupils in the ASD base;
- liaise with the SENCO regarding access arrangements and EHC plans/reviews for pupils in the ASD Base.

## **Monitoring and Evaluation**

Literacy development occupies a central place in the school's monitoring and evaluation procedures.

Students' books are monitored for their marking of spelling, punctuation and grammar by Middle Leaders and the Senior Leadership Team during work scrutiny, mini book audits, Departmental Focus Weeks, learning walks and lesson observations. Literacy is a central focus during lesson observations. In all curriculum planning, the positive promotion of literacy needs to be an essential criterion for success.

Measuring success in literacy will be possible through a variety of indicators. English assessments as well as external examination results in different curriculum areas will reveal the extent to which students have developed competency.

## Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. Students should develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes, for example, to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.

Teaching staff should give students regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner;
- in small groups with opportunities to take on the roles of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- presentations to a wider audience.

Within these contexts some of the following activities should take place:

- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;
- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

## Reading

It is intended that students enjoy reading, in order to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Teaching staff should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts.

Planned opportunities across the curriculum should be provided for students to:

- read and follow written instructions;
- read and engage with narratives of events or activities;
- read out loud;
- follow up their interests and read texts of varying lengths;
- question and challenge printed information and views;
- read with understanding descriptions of processes, structures and mechanisms;
- read and explore ideas and theories;
- learn how to sift and select, and take notes from text and read to locate and relocate information;
- learn how to scan for overall meaning and scan for key points, words and phrases;
- use reading to research and investigate from printed words, moving images, ICT texts.

North Chadderton School's approaches to teaching reading should be employed by teaching staff. These strategies are:

- Skim, Scan, Summarise
- Questioning
- Visualising

## Writing

Many lessons include and depend on written communication. Students should develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes, for example, to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly, using accurate punctuation, correct spelling and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- make notes from a variety of sources, including printed word, moving images and ICT texts;
- use writing to plan, organise and record;
- write logs and journals in order to clarify thoughts and develop new understanding;
- plan, draft, discuss and reflect on their writing;
- learn the conventions of different forms of writing in different subject areas, for example, by using writing frames and providing clear models for writing ;
- write at appropriate length, sometimes briefly;
- write collaboratively with other students;
- present some writing for display or publication.

Teaching staff should:

- expect high standard of presentation in most of students' finished writing;
- provide good models of particular kinds of writing;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- help students to use a range of strategies to learn spellings, including:
  - look – say – cover – write – check;
  - making connections between words with the same visual spelling pattern;
- use VCOP (Vocabulary, Connectives, Openers, Punctuation) to support pupils in planning, writing, redrafting and assessing texts.

## Assessment of Literacy

Teachers must consider and mark for literacy across all subjects in order to raise levels of literacy of our students. There will be a school literacy focus each half term, for example, the use of capital letters.

Teachers will be expected mark for basic literacy skills through all marking in line with the school's Marking and Feedback Policy.

Students should be trained to peer and self-assess using the literacy codes.

Symbol	Explanation
<b>V</b>	Use ambitious/topic specific vocabulary
<b>C</b>	Use an appropriate connective to link sentences and paragraphs
<b>CAPS</b>	Use capital letters correctly
<b>O</b>	Vary your sentence openers
<b>P</b>	Use punctuation correctly
<b>SP</b>	Spelling mistake or spell common homophones correctly
<b>SS</b>	Use a variety of sentence structures
<b>AP</b>	Use apostrophe for possession correctly
<b>//</b>	Use paragraphs to organise your ideas

## **Appendix 2 – Numeracy**

### **Principles**

North Chadderton School is committed to raising the standards of numeracy for all of its students. We aim that all students develop the ability to use numeracy skills effectively in all areas of the curriculum and acquire the skills necessary to cope confidently with the demands of further education, employment and adult life.

Numeracy is a proficiency which is developed primarily in mathematics but also in other subjects. It is more than an ability to do 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 are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

### **Aims**

In adopting a whole school Numeracy Policy, North Chadderton School is dedicated to developing the numeracy skills of our students, in the belief that it will support their learning, enable them to access the whole curriculum and, in turn, raise standards and improve progress for all.

#### ***Overall aims of the Numeracy Policy are:***

- to develop, maintain 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.

#### ***Strategies for ensuring progress against these aims:***

The core aim of the policy is to ensure consistency of practice when supporting students in acquiring secure numeracy skills. The Mathematical Association recommend that teachers of Mathematics and teachers within other curriculum areas co-operate on agreed strategies. In particular that:

#### **Teachers of mathematics should:**

1. be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects;
2. provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups;
3. through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas;
4. seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

## **Teachers of subjects other than mathematics should:**

1. 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;
2. be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills;
3. provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups;
4. provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

## **Roles and Responsibilities**

The Numeracy Co-ordinator in conjunction with the Senior Leadership Team (SLT), will lead and support numeracy development through:

- collation and dissemination of information and data related to numeracy development;
- planning, organising and leading relevant professional development to ensure numeracy supportive classrooms and teaching;
- involvement in decision-making processes that will directly affect the development of numeracy, for example, numeracy intervention for appropriate students;
- organising and encouraging activities that will foster a school ethos and climate for learning that gives high status to numeracy-related activities;
- a Numeracy 'catch-up' programme will be provided to support those students who were low attainers at Key Stage 2.

### **Senior Leaders** are responsible for:

- leading and giving a high profile to numeracy;
- accepting overall responsibility for the delivery of the school's Numeracy Policy;
- providing opportunities for staff training on numeracy;
- supporting the Numeracy Co-ordinator's numeracy initiatives;
- monitoring departments' implementation of the Numeracy Policy.

### **The Numeracy Co-ordinator** should:

- plan and co-ordinate a numeracy intervention programme;
- ensure the testing all Year 7 students' numeracy ages on entry to the school;
- support departments in the implementation of the school's Numeracy Policy;
- support departments in the implementation of numeracy strategies;
- train and support teachers, associate staff and senior students to support a range of targeted numeracy intervention programmes;

- liaise with relevant colleagues (such as the Assistant Headteacher with responsibility for Numeracy) to ensure intervention programmes complement the whole school numeracy strategy;
- organise small group teaching and individual tuition;
- help to monitor the impact of the Numeracy Policy on standards of numeracy.

## **Curriculum Leaders** should:

- ensure that 'subject specific numeracy' is clearly identified in relevant schemes of learning (marked with an 'N'), and that there is obvious progression through the key stages;
- seek to find opportunities to liaise with the Whole School Numeracy Co-ordinator and the Maths Department to provide continuity;
- monitor the work of the department with regard to the inclusion of subject specific numeracy skills in lesson planning;
- establish displays within their curriculum area that support whole school numeracy.

## **All staff** should:

- ensure that they are familiar with the specific numeracy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;
- use the agreed strategies provided by the Numeracy Co-ordinator in order to teach skills as outlined in The National Curriculum;
- be able to identify a pupil's numeracy strengths and weaknesses and know how to build upon these in order to promote pupil progress;
- ensure that pupils take increasing responsibility for recognising their own numeracy needs and making improvements;
- have numeracy displays in their classroom, such as word walls, guidelines to support numeracy across the curriculum and numeracy for their specific subject, such as key words and skills.

## **The SENCo** should:

- liaise with the Numeracy Co-ordinator about pupils attaining below national age related expectation;
- communicate with all subject staff about those pupils who have numeracy difficulties and give advice on what staff can do to help these pupils in their subject;
- monitor pupils with numeracy difficulties through EHC plans and review meetings;
- provide Specialist Teacher assessment to secure appropriate access arrangements in public examinations.

## **The Leader of the ASD Base** should:

- liaise with the Curriculum Leader for Maths regarding Programmes of Study for pupils in the ASD Base;
- be responsible for the delivery of numeracy based Programmes of Study;
- be responsible for the assessment of numeracy skills of those pupils in the ASD base;
- liaise with the SENCo regarding access arrangements and EHC plans/reviews for pupils in the ASD Base.

## **Monitoring and Evaluation**

Opportunities to monitor and respond to the numeracy needs of students are taken as part of calendared work scrutiny, mini book audits, Departmental Focus Weeks, learning walks and lesson observations.

Measuring success in numeracy will be possible through a variety of indicators: Maths assessments, regular numeracy age tests, Catch-Up Numeracy outcomes, alongside external examination results in different curriculum areas will reveal the extent to which students have developed competency.