



HESSLE HIGH SCHOOL AND SIXTH FORM COLLEGE

Communication and Numeracy Policy

Effective Date: September 2014

Date of minuted approval by the Board of Governors: 3 November 2016 (SLB) and 1 December 2016 (SLB)

Review Committee: Secondary/Sixth Form Local Board

Review Date: September 2018

Owner: Raising Standards Leader

Rationale

A confident baseline understanding of application of literacy and numeracy skills is an essential skill that equips all learners with the necessary skills to progress onto becoming a high functional adult in today's modern society.

A whole school approach to literacy and numeracy development should

- Develop a shared understanding between all staff of their role in promoting the application and development of these skills
- Develop a shared culture of exploiting opportunities for communication and numeracy development across school life both within and beyond the taught curriculum
- Carefully select resources and equipment to support the scheme of learning and encourage a healthy interest from learners in reading and numerical skills
- Developing and improving learner standards in reading, writing and oral communication
- Take account of the needs of all students starting points and pace of development
- Monitoring and evaluating the impact of programmes to support skill development
- Sharing expectations of learner progression in reading and writing
- Maximise learning opportunities in every lesson to develop confidence in applying basic skills

Diagnostic Steps

On entry to Hessle High School and Sixth Form College all learners will complete a Cognitive Ability Test and a Dyslexia Screening Test.

Though we are not able to diagnose Dyslexia, learners who present with areas for concern are then tested using the Dyslexia Portfolio to identify their challenges and provide information for staff to support them.

In addition in early September of the on entry Year 7 students in the bottom two bands (on entry Scale Point 80-95) will complete a baseline reading assessment.

SAT's results will also be communicated from the feeder schools as part of the transition programme

Communication in the Curriculum

As part of the Year 7 curriculum all Nurture learners will receive one lesson per week as a designated reading lesson.

In all curriculum areas strategies for developing communication skills will be utilised by teachers:

- Reading aloud
- Answering questions
- Collaborative work
- Talking partners
- Presentations
- Debate

All staff in school will endeavour to role model a high level of communication skill in the language they use to communicate with students, taking account of local dialect and accent.

Numerical skills are evident in a range of activities both in and outside the classroom, this will be evident in the planning of the lesson, the following are some examples of where numeracy may be seen within our curriculum

- Calibrations/calculations in science
- Measuring in textiles
- Weighing out in Food
- Counting beats in Music
- Spelling programmes
- Additional Reading opportunities provided in the libraries on each site

Literacy Themes in Tutor Period

The whole school 'literacy challenge' highlights to students and staff a termly literacy theme and promotes language with the 'word of the week'. All Year 7 students select a 'Buzz Book' during their first half term in English to promote a 'love of reading for enjoyment' this is then used in reading sessions during Tutor period in addition to 'drop everything and read' sessions.

Learning Support

The Nurture programme will provide intensive support for learners who find the basic skills of communication and numeracy challenging. The focus on developing baseline skills will be a significant proportion of curriculum time for these small groups of learners. Individual programmes will be provided and clear progression markers identified.

For those learners who have additional need specialist Learning Assistant resources may be used to support personalised programmes.

Following targeted testing and feedback from teachers, students will be placed on the "Read, Write Inc." Literacy scheme. A personalised intervention programme will be designed and the impact monitored by the classroom teacher.

Communication with parents

Results of all assessments are communicated to parents and explained at our annual Parent Information Evenings, including:

- CAT Results
- Reading Age/ dyslexia Diagnostics
- Target Grades based on analysis of prior attainment

The **impact** of the strategies for developing communication and numeracy skills are seen predominantly in:

- Progress in reading ages
- Progress in Maths
- Progress in English