***Ebrington Primary School***





***Communication and***

***Using Maths Policy***

**Updated 2016**

**Co-ordinators:**

**Mrs L Brown & Mrs I Stone**

Objectives

In **Literacy** we intend that, by the end of Key Stage 2 and at a level appropriate to their ability, a child will be able to:

* speak confidently to a range of audiences with an awareness of purpose
* read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
* have an interest in books and read for enjoyment
* have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms
* understand a range of text types and genres, and be able to write in a variety of styles and forms appropriate to the situation
* develop the powers of imagination, inventiveness and critical awareness
* use a suitable technical vocabulary to articulate their responses

In **Numeracy** we intend that, by the end of Key Stage 2 and at a level appropriate to their ability, children will be able to:

* choose the appropriate materials, equipment and mathematics to use in a particular situation
* use mathematical knowledge and concepts
* work systematically and check their work
* use mathematics to solve problems and make decisions
* develop methods and strategies, including mental mathematics
* explore ideas, make and test predictions and think creatively
* identify and collect information
* read, interpret, organise and present information in mathematical formats
* use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working
* develop financial capability
* use ICT to solve problems and present their work

Guidance Materials Used

This combined policy has been written within the context of the most current legislations and guidelines. It has been agreed by all staff and defines our particular principles, practices and provisions which lie within the wider context of the NI education curriculum.

Whilst this policy document is a result of extended discussion amongst all staff, with a lead role taken by our Literacy and Numeracy Coordinators, our work has been guided by the following:

* DENI’s vision:

‘To ensure that every learner fulfils his or her potential at each stage of his or her development.’ (DENI 2010)

* The Statutory Requirements and the overall aim of the N Ireland Curriculum:

‘The N Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’ (DE 2008)

* The four headings:
* Child centred provision
* High quality teaching and learning
* Effective leadership
* A school connected to its local community

(DENI 2009)

* *“Count, Read: Succeed – a Strategy to Improve Outcomes in Literacy and Numeracy”.*

‘Literacy and numeracy are at the very heart of the revised curriculum.’ (para 2.3)

‘Developing Literacy and Numeracy therefore must be central elements of a school’s delivery of the revised curriculum and of the support and professional development for teachers in implementing the curriculum.’ (para 2.5) (DE 2011)

* Effective practice outlined in ETI: Better Numeracy in Primary Schools (ETI 2010)

These helped to define an agreed framework within which our Literacy and Numeracy Policy was developed. They provide a range of indicators of effective practice in a whole school context.

Child Centred Provision

**Mission Statement for Literacy and Numeracy**

In Ebrington Primary School, we value every pupil and the contribution they have to make. At the core of our teaching and learning is the recognition of the needs of our children to be both competent and confident in the use and application of their skills in Literacy and Numeracy. Both Literacy and Numeracy play an integral role in all aspects of our curriculum and daily life.

We believe that pupils’ Literacy and Numeracy skills are the key to:

* social integration
* personal and individual development
* educational progress and success
* effective contribution to the workplace, to society, to the economy and to the environment

**Ethos**

In our delivery of high quality teaching and learning at Ebrington Primary School, we will endeavour to promote an ethos whereby the children and staff have a positive attitude towards Literacy and Numeracy. In doing so we have agreed to ensure:

* There is a Language and Numeracy rich environment; thinking and problem-solving are promoted through the creative use of the wider environment; interactive displays capture the children’s interest and enhance their enjoyment and understanding of Literacy and Numeracy.
* There are very good working relationships between the teachers and the children, the teachers nurture the children’s confidence whilst encouraging them to respond positively to learning challenges.
* Risk-taking is promoted as an opportunity to learn.

**Inclusion**

We aim to provide for all children so that they reach their full potential in Literacy and Numeracy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and those with special educational needs in order to take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

**Teaching Approaches**

Although each teacher is an individual with their own personal style of teaching, the staff have agreed that the following points will be a feature of all teaching in Literacy and Numeracy in Ebrington Primary School. These are designed to ensure that every pupil is given the opportunity to experience success and to achieve as high a standard as possible.

* Teachers will always strive to:
* build children’s confidence and self esteem
* develop children’s independence
* allow all children to experience regular success
* make Literacy and Numeracy relevant and satisfying part of their school

experience

* Teachers will ensure that children make appropriate progress in their acquisition of the skills, knowledge and understanding as laid out in the NI Curriculum for Literacy and Numeracy through providing suitably differentiated learning activities to ensure that individual needs are properly addressed.
* Teachers will use a range of teaching strategies:
* Exposition by the teacher
* Practice and consolidation
* Practical work
* Discussion
* Problem-solving
* Investigative work
* Modelled/shared/guided

The choice of strategy will vary according to the age, ability, maturity and interests of the children

* Teachers recognise the vital importance of discussion to gain understanding and to this end a sensible level of work-focussed conversation will be a feature of most lessons.
* Teachers will ensure that the activities which the pupils experience in Literacy and Numeracy will enable them to develop the statutory Thinking Skills and Personal Capabilities, set out in the NI Curriculum:
* Thinking, Problem-Solving and Decision Making
* Managing Information
* Being Creative
* Self-Management
* Working with Others
* Teachers will ensure that the activities which the pupils experience in Literacy and Numeracy will also enable them to develop the statutory Cross Curricular Skills set out in the NI Curriculum:
* Communication
* Using Mathematics
* Using ICT

High Quality Teaching and Learning

The following indicators from ‘Every School a Good School’ will be reflected in the school’s approaches:

* A broad and relevant curriculum is provided for the pupils.
* An emphasis on Literacy and Numeracy exists across the curriculum.
* Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and other school-based staff and dedicated to improving learning.
* Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
* Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
* Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
* Teachers reflect on their own work and the outcomes of individual pupils.
* Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

**Teaching and Learning**

**Subject Content and Organisation – Literacy**

The contents of the Literacy curriculum taught at Ebrington is guided by our statutory requirement to deliver the curriculum for Language and Literacy as laid out in the Northern Ireland Curriculum (CCEA 2007: www.ccea.org.uk).

It sets out the minimum requirements that must be taught at each Key Stage, grouped into 3 areas: Talking and Listening, Reading and Writing. The staff have used this content alongside the Literacy Framework to produce planners that show clear progression and continuity.

The staff of Ebrington Primary School have agreed a set of principles which will inform and guide the nature of the learning experiences of our children, designed to achieve the aims detailed at the beginning of this policy.

Those principles are listed below, grouped under each of the three areas of Literacy:

**Talking and Listening**

The NI Curriculum specifies a progression of Talking and Listening skills for children to acquire as they develop their ability to understand and use language. In order to facilitate this, the teaching staff in our school will ensure that:

* Year 1 pupils will be screened using the WELLCOMM pack, and any necessary interventions put in place. Whole class and intervention Language groups will then be set up. Pupils will be re-screened in May to assess progression and highlight any further problems.
* The Foundation Stage staff will liaise closely with school Speech Therapists and Speech and Language teachers within school.
* Pupils will be encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes.
* All staff will encourage interaction and promote communication as a tool for learning.
* Activities which allow the children to develop and enhance their talking and listening skills will be a regular feature of classroom life.
* Talk will be linked to writing and the use of drama and drama activities.
* Opportunities will be provided for pupils to work collaboratively so that through discussion they can develop their use of language and organise their thinking.
* Children will be asked to show an increasing level of independence in structuring their talk, using it to develop and clarify their thinking as they progress through the school.
* Opportunities will be provided for children to express themselves with growing clarity and confidence, using an increasing range of language and personal vocabulary and a recognisable sentence structure.
* Opportunities will be provided for children to offer reasons to support and justify their views and opinions.
* Children will be given opportunities to talk as individuals, in pairs, as members of a small group and as members of the class.
* We recognise the need for our children to work in a range of situations, with different audiences and activities, developing their ability to:
* ask questions
* explain and present ideas
* give and understand instructions
* plan and tell stories
* share their work with others
* take turns
* join in exploratory and collaborative play
* listen and respond to stories, poems, rhymes and folk tales
* read aloud from a variety of sources
* express themselves audibly
* take part in drama using a variety of strategies and engage in a range of creative and imaginative role-plays
* discuss with peers, teachers, classroom assistants, other adults and other children.

**Reading**

The NI Curriculum specifies a progression of Reading skills for children to acquire as they develop their ability to understand and use language. In order to facilitate this, the teaching staff in our school will ensure that:

* The atmosphere of the classroom stresses that reading is important, that books are fun and that the acquiring of information through reading is exciting and worthwhile.
* Designated library corners supply a variety of texts that are suitable and easily accessible.
* Children will be asked to show an increasing level of independence in recognising different types of text building up to expressing interests in and preferences for certain text.
* Opportunities will be provided for pupils to talk about their own experiences and feelings to and help them empathise the thoughts and feelings of characters.
* Children will be asked to show an increasing level of independence in reading aloud with expression in response to print variations and punctuations progressing in inflecting appropriately to assist meaning.
* Children are encouraged to give reasons for their predictions *and* justify their responses either by deduction or reference to evidence within the text.
* Opportunities will be provided by pupils to choose books for a specific purpose or to find, select and use ideals and information to investigate a topic.
* Opportunities will be provided for pupils to retell and sequence texts in reasonable detail using appropriate language reflecting, analysing and discussing the meaning of texts.
* Children will be asked to show an increasing level of ability in using a range of reading cues with increasing independence and beginning to self-correct.
* Modelled, Shared and Guided Reading are used on a daily basis.
* Children are given short, sharp Phonics lessons on a regular basis (see Linguistic Phonics file at each year level).
* A variety of approaches and strategies are used to appeal to pupils’ interests and needs, and to provide enjoyment.
* Parents are encouraged to participate in Shared Reading (Nursery – Year 3) and Paired Reading (Year 4).

Non-fiction / Reading for Information:

Reading for the purposes of study requires specific skills. It is linked to the skill of Managing Information whereby pupils access, select, record and communicate information.

Specific skills as required for the purposes of study will be taught as follows:

* Extracting information from books using the contents page or index
* Classifying information by alphabetical order
* Using a search engine on the internet
* Using dictionaries
* Using a computer data base
* Information accessing, using encyclopedias, atlases, directories, timetables, brochures, etc.
* Formulating questions which require a search for information
* Skimming a text to get an impression of what it is about
* Scanning a text to search for specific information
* Making notes, selecting what is relevant and appropriate
* Distinguishing between fact and opinion in evaluating information.

**Writing**

The NI Curriculum specifies a progression of Writing skills for children to acquire as they develop their ability to understand and use language. In order to facilitate this, the teaching staff in our school will ensure that:

* Children will have the opportunity to demonstrate their ability and develop their skills to write in a range of forms for different audiences.
* Teaching will encourage increasing proficiency in the use of grammar, spelling and punctuation.
* Children’s handwriting skills will be developed and consolidated to show reasonable control over formation, size and spacing *developing into* handwriting that is well-formed, swift and legible.
* Opportunities will be provided for children to use texts such as poems, stories and instructions as models for their own writing, relating own experiences and reflecting on ideas, thoughts, feeling and imaginings.
* Children will be exposed to various forms of writing so that they become familiar with a variety of genre ie: recount, narrative, report, procedural, explanation and persuasive writing; how they are set out and the type of ‘language’ used in each.
* All types of genre will be introduced, taught and maintained by the ‘6 Steps Approach’:
* Familiarisation
* Problem-solving
* Modelled
* Shared
* Guided
* Independent
* Teaching will place a strong emphasis on ensuring children use a widening range of vocabulary in their writing, becoming more imaginative and use increasingly precise vocabulary.
* Opportunities will be provided for children to talk about what they are going to write and demonstrate reasonable independence when planning, revising and redrafting work to improve meaning.
* Response to the pupils’ writing will be in a positive manner, personally when appropriate, instilling a sense of pride in their achievements and self-belief in their abilities. This may be done by writing encouraging comments on their work e.g. using the two stars and a wish format in conjunction with using stickers and stars. It may also be accomplished orally by giving praise, allowing pupils to show/read the piece of work to an audience. It may also be put on display.

**Teaching and Learning**

**Subject Content and Organisation –** **Numeracy**

The content of the Mathematics curriculum taught at Ebrington is guided by our statutory requirements to deliver the curriculum for mathematics as laid out in the Northern Ireland Curriculum (CCEA 2007).

It sets out the minimum requirements that must be taught at each Key Stage, grouped into 5 areas: Processes, Number, Measures, Shape & Handling Data. The staff have used this content to produce planners that show clear progression and continuity.

Although the content of these planners is largely already specified by the Revised Lines of Development for Mathematics (CCEA), the staff of Ebrington Primary School have agreed a set of principles which will inform and guide the nature of the learning experiences of our children, designed to achieve the Aims detailed at the beginning of this policy.

These Principles are listed below, grouped under each of the five areas of mathematics.

**Processes**

The NI Curriculum specifies a progression of Processes skills for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in our school will ensure that:

* Activities allow the children to develop and enhance processes skills, and will be a regular feature of classroom life.
* Opportunities will be provided for pupils to work collaboratively so that, through discussion, they can develop their use of mathematical language and organise their thinking.
* Children will be asked to show an increasing level of independence in their planning and recording of work as they progress through the school.
* Children will be asked to show an increasing level of independence in their selection of mathematics and materials as they progress through the school.
* Opportunities will be provided for children to become familiar with and apply a range of problem-solving strategies.
* Opportunities will be provided for children to search for patterns and use relationships in investigative work, leading to an appreciating of generalisations.

* Opportunities will be provided for children to use an increasing range of mathematical language to facilitate their ability to communicate their mathematical ideas.

**Number**

The NI Curriculum specifies a progression of Number-based skills for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in our school will ensure that:

* Children will be encouraged to use mental calculations where appropriate.
* Children will have the opportunity to discuss and develop a range of calculation strategies.
* Teaching will encourage flexibility of thinking and utilisation of connections within mathematics.
* Children’s computational skills will be developed and consolidated using a balance between practice, and application in meaningful contexts, including Financial Capability.
* Opportunities will be provided for children to develop their estimation skills and will be encouraged to estimate answers before completing calculations.
* Teaching will place a strong emphasis on ensuring children gain a sound understanding of the Place Value basis of the number system.
* When planning, the teachers will take into account ‘The Requirements for Using Maths’ alongside the ‘Knowledge and Understanding’.
* Children will acquire a positive attitude towards Mathematics.
* Children will apply their understanding of Maths using investigations. These ‘Investigations’ will be used for Assessment purposes.

**Mental Maths**

At Ebrington Primary School, we recognise the vital importance of a child’s ability to calculate mentally. We believe that an ability and inclination to calculate mentally leads of greater proficiency and understanding in all areas of Mathematics, and is a crucial skill in the application of mathematics in the world outside the classroom.

We will strive to ensure that:

* Children build up a bank of number facts which they know off by heart, to include addition, subtraction, multiplication and division facts.
* Children are able to use these known facts to perform an increasing range of calculations in their heads, using a variety of methods.
* Children build up a good understanding of the Number System, based on Place Value of Base 10.

In order to facilitate this, teachers will:

* Ensure children are taught a minimum of 10 minutes mental maths per day.
* Implement a structured progression of mental maths, based on specific intended learning outcomes.
* Regularly assess children’s achievement of those learning outcomes.
* Use a variety of teaching activities, including mathematical games and ICT, in whole class, group and individual work.
* Ensure that a record of children’s achievement in mental maths is kept and passed on to the next teacher when children move classes.

**Measures**

The NI Curriculum specifies a progression of skills in Measures for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in our school will ensure that:

* Children will use a range of measuring equipment in meaningful contexts and be encouraged to make choices regarding the most suitable equipment.
* Children will follow a progression beginning with direct comparison, through measuring with non-standard units, to measuring with standard units with increasing accuracy.
* Children will be given opportunities to develop estimation skills in all measures.
* Teaching will place strong emphasis on ensuring that children understand that all measurement is approximate and that they can make sensible decisions on the accuracy necessary in different situations.
* Teachers will plan taking into account the ‘Requirements for Using Maths’ alongside the ‘Knowledge and Understanding’.
* Teachers will use Investigations and AOL to assess work within Measures.

**Shape and Space**

The NI Curriculum specifies a progression of skills in Shape and Space for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in our school will ensure that:

* Teaching will place emphasis on observing and understanding the properties of 2-d and

3-d shapes.

* Opportunities will be provided for the practical construction and investigation of shapes.
* Children will be given opportunities to explore position and movement in real-life contexts, utilising ICT where appropriate.
* When planning, teachers will take into account the ‘Requirements for Using Maths’ alongside the ‘Knowledge and Understanding’.
* Teachers will use Investigations and AOL to assess work within Shape and Space.

**Handling Data**

The NI Curriculum specifies a progression of skills in Handling Data for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in our school will ensure that:

* Teaching will be designed to ensure that children understand that the collection, representation and interpretation of data is a means through which real-life decisions can be made.
* Handling data skills are used as a means of solving problems, through a four-point process: pose a question; collect data; organise, display & interpret data; answer original question.
* Children will be given opportunities to make decisions regarding what information is collected, how it is collected, how information is processed and how it is displayed.
* Children will be given opportunities to apply data handling skills in a range of contexts, across subject areas.
* When planning, teachers will take into account the ‘Requirements for Using Maths’ alongside the ‘Knowledge and Understanding’.
* Teachers will use Investigations and AOL to assess work within Handling Data.

**Cross Curricular Opportunities for Literacy and Numeracy Development**

(including Thinking Skills and Personal Capabilities)

Our teachers seek to take advantage of opportunities to develop Thinking Skills and Personal Capabilities and to make cross-curricular links.

They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy and numeracy lessons to other areas of the curriculum.

They plan for pupils to use these skills in a variety of ways to communicate, manage information, think critically, solve problems and to make decisions

We take consideration of:

* Different styles of learning and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning
* The importance of using a range of active learning strategies in the classroom
* The ‘CCEA Thinking Skills Displays’ to develop reasoning skills, if possible and appropriate
* The effective use of questioning by the teacher and pupils
* Connecting learning within the Thematic planning to the core subjects.

# The use of ICT­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(For more detail on the role of ICT in Teaching and Learning in general, please see ICT Policy).

In the NI Curriculum, ICT is not a separate learning area. Rather its role can be considered as a tool by which teaching and learning can be enhanced.

In Ebrington Primary School, opportunities to use ICT to support teaching and learning in Literacy and Numeracy are planned for and used as appropriate. We strive to ensure:

* technology contributes to teaching and learning across the school and all areas of learning
* teachers and pupils are given access to appropriate technology
* staff are given opportunities to access continuing professional development and build capacity
* the use of technology is planned and evaluated

In planning for the use of the ICT, as a staff, we have agreed that:

* The children’s experience in the use of ICT to support learning are carefully planned, appropriately supported and evaluated.
* Interactive whiteboards, iPads, websites and learning platforms are used by children and teachers to explore, express, evaluate, exchange and exhibit understanding and learning.
* Consideration will be given to the desirable features of ICT including: Desktop Publishing, Film and Animation, Interactive Design, Managing Data, Music and Sound, Online Communication, Presenting and Working with Images
* Hardware and software are used effectively to:
* engage the interest of the children
* draw out connections between different aspects of learning
* consolidate further the children’s’ understanding of key learning
* extend their skills and processing

In Ebrington Primary School, the staff will use a variety of ICT activities as part of the range of communication and mathematical experiences which the children participate in. We believe that effective and appropriate use of ICT in the areas of Literacy and Numeracy can:

* present an extra source of motivation
* provide a stimulating and engaging learning environment and help children to connect with their learning
* open up a range of activities, tasks, competitions and information through the software available through the C2K Managed Service and via the internet from across the world (See Use of Internet Policy)
* foster the development of information skills that enable pupils to be selective in their use of information and to be able to shape and present it in ways appropriate to the context
* facilitate a differentiated pace of learning that takes account of individual pupil abilities and learning styles – SEN/EAL/Gifted
* encourage greater independence in children of all abilities
* provides a context for revisiting work, self-evaluation and correction.

In Ebrington Primary School, ICT strategies form part of a range of activities detailed in Literacy and Numeracy Planners and will include:

* Whole class or group activities, often led by the teacher. These may involve the use of an Interactive Whiteboard/iPad and will be direct teaching aids, used to demonstrate ideas and promote discussion and independent thinking

Individual or small group activities. These will usually involve the children working at a computer/iPad and will complement current work on a particular topic or area of learning.

Continuity and Progression

It is our intention at Ebrington Primary School, that each child has the opportunity to develop Literacy and Numeracy skills and understanding over time in the most effective manner possible. We believe this is best achieved when:

* Children’s learning experiences follow a well-planned progression, at a pace suitable for each child
* There is coherence and compatibility of approach used by all teachers the child encounters as they progress through the school

In Teaching and Learning we ensure:

* Children’s previous knowledge and experience is built on effectively.
* Children’s knowledge and skills are developed systematically across the school.

In planning we will ensure:

* There is a comprehensive whole-school programme which clearly outlines the progression for each area of the literacy and numeracy curriculum and which provides appropriate guidance for the class teachers, to create their medium and short-term planning.
* The planning for each class focuses on the knowledge, skills understanding and language to be promoted and identifies clearly how the teacher intends to meet the range of needs within the class.
* Account is taken of the children’s previous learning and this information is used to inform planning.
* Regular evaluation of the quality and extent of the children’s learning and the outcomes are used to inform planning.
* Regular evaluation of the quality and extent of the children’s learning and the outcomes are used to inform future planning.

In order to achieve these conditions, the staff have agreed that:

* The curriculum which the children follow is defined by the frameworks provided by the Co-ordinators, (these are based on the recommended frameworks drawn up in accordance with the NI Curriculum)
* Planners are planned collaboratively to ensure there are no gaps or unnecessary overlaps in that progression as the children move through the school
* Planners detail agreed teaching approaches and methodologies in all areas of Literacy and Numeracy
* Yearly overviews of the content to be taught in each class are produced, which allow content from each area of Literacy and Numeracy to be taught within each half term
* All new ideas and concepts which the children encounter will be introduced from a starting point within the child’s knowledge and understanding
* Assessment is designed to allow the teacher to accurately gauge the child’s present level of understanding so as to allow appropriate further work to be planned
* Activities in Literacy and Numeracy will be differentiated so that all children are always working at a pace and level of challenge which matches their ability
* Planning will be regularly monitored by the Literacy and Numeracy Co-ordinators to evaluate the levels of continuity and progression achieved.

Monitoring and Evaluating

## Children’s Work

In carrying out effective monitoring and evaluation of our children’s work, assessment in Ebrington Primary School will include the following characteristics:

* The children are aware of the intended learning outcomes and share in the development of success criteria.
* There is good formative marking of the children’s oral and written work; children are given clear oral or written advice on what they need to do to improve.
* The strengths and difficulties which individual children experience are diagnosed regularly and this is then used to inform the children’s subsequent learning programmes. The progress of each child is tracked and monitored.
* The assessment outcomes are used to good effect by individual teachers to evaluate the effectiveness of their own practice.
* The outcomes from monitoring and evaluation and the analysis of data are used effectively to inform target-setting at individual, group and class level (Assessment Manager).
* ‘Bookgrabs’ are carried out by co-ordinators and principal.

Teaching and Learning

In carrying out effective evaluation of Learning and Teaching, monitoring strategies in Ebrington Primary School will include the following characteristics:

* The teachers build effectively on the children’s previous knowledge and experience.
* The teachers have realistically high expectations of what the children can achieve; the children are challenged to extend their learning and appropriate support is provided when children are experiencing difficulties by identifying target groups, underachievers, low achievers and high achievers.
* The teachers use the learning intentions and success criteria throughout the lesson to focus the children’s attention on and consolidate learning.
* The children’s literacy and numeracy knowledge and skills are developed systematically across the school.
* The children make good year-on-year progress.

Assessment

This section details the various assessment methods and practices used in our school through which we ensure that children are making appropriate progress and that the activities they take part in are suitably matched to their ability and level of development.

Assessment is an integral and continuous part of the teaching and learning process at Ebrington Primary School and much of it is done informally as part of each teacher’s day to day work. Teachers continually assess children’s performance and progress, and the effectiveness of their teaching approaches and strategies. Teacher’s planning is based upon the identification of Learning Intentions for the children; assessment is therefore based upon deciding the extent to which Learning Intentions have been achieved. Information is gathered in a variety of ways:

* discussion between child and teacher.
* observation whilst children are participating in activities.
* marking written work produced by the children.

Feedback is given to pupils, giving clear guidance as to how their learning can be improved. More formal methods are used to determine the levels of achievement of children at various times during the school year.

Assessment of Learning

* Weekly and end of unit class tests – These are used throughout the school apart from Foundation Stage (P1 and P2) where this particular type of assessment is not appropriate. They are usually used at the end of a particular topic, to assess achievement of the group of sub-skills which are contained within that topic.
* Pupil progress is tested using ‘Standardised Tests’ in the month of May. Results are recorded and analysed using Assessment Manager.
* Statements are made about pupil progress during parent/teacher appointments and in the annual report.

Assessment for Learning

Teachers ensure that all pupils are actively involved in their own learning through an Assessment for Learning approach:

* Learning Intentions are shared and discussed with pupils to ensure that they clearly understand the actual learning which should take place.
* Success criteria are discussed and agreed, so that pupils are aware of the standards by which their work will be assessed, and will be able to evaluate the quality of their own work against the agreed success criteria.
* Feedback, both oral and written, is given to pupils which details how they can improve their learning by reference to the agreed success criteria.
* Assessment outcomes are used by the teacher to inform future planning.
* Pupils are given regular opportunities to:
* assess their own and their peers’ work.
* evaluate the quality and extent of their own learning e.g. traffic light system.
* set their own goals for improvement, and evaluate their achievement of these goals e.g. IEPs.

Target Setting

We use the results of Statutory Assessment as a vehicle for setting performance targets for Literacy and Numeracy. Each September the relevant teachers undertake a process to set targets for:

**KS1**

* % of children achieving Level 2 and above
* % of children achieving Level 3

**KS2**

* % of children achieving Level 4 and above
* % of children achieving Level 5

These targets are arrived at through consideration of each child’s performance to date, their PTE/PTM standardised scores in previous years and their Level of Attainment at KS1 (applicable for KS2 Assessment only).

These Targets are then compared with the actual %s achieved in KS1 and KS2 Assessment in May.

Whole School Target Setting

* Co-ordinators and teachers agree whole school targets for improvement within Literacy and Numeracy. They work together towards improvement.
* Teachers collate and analyse scores for their new class, identify underachievers and design targets for improvement.
* Underachievers receive support from other staff in the school e.g. classroom assistants. Intervention programmes are used to target the specific needs of individuals/groups of children who have been identified as underachieving (See Appendix 1).
* Underachievers also receive support from outside the school e.g. Reading Centre, Time to Read and Back on Track (See Appendix 1).
* Low achievers are identified by each class teacher in conjunction with the SENCo. These children are referred to our Learning Support Unit. IEPs are drawn up by class teacher, LS teacher and pupils themselves. These are then discussed and shared with parents. IEPs are monitored and evaluated each term, and new targets for improvement are set.

The Role of the Classroom Assistant

* The classroom assistants assist in the delivery of targets set on a day to day basis.
* Regular training for teachers and classroom assistants is ongoing to enable them to identify and set suitable targets for pupils experiencing difficulties e.g. recent training in autism and early language acquisition.
* Classroom assistants are effectively used to target groups for improvement from Year 1 to Year 7.

Homework

(For more detail on the role, purposes and requirements of homework in Ebrington Primary School please refer to the Homework Policy).

The nature of homework given will vary according to the age and level of progress of children, but will always be designed to complement current class work, to:

* Inform parents of the type of work their child is currently involved with.
* To allow the child to practice and improve skills introduced in class.
* To give the child the opportunity to improve their ability to work independently and organise themselves.
* To give the teacher information on the extent to which children have achieved the current intended learning outcomes(s).

In order to achieve these objectives, we would request parents, as far as possible to:

* Provide a suitable quiet area for homework activities.
* Discuss with their child what they are expected to do before they start.
* Ensure their child starts homework early enough so they can complete it by a reasonable time.

Effective Leadership

The following indicators from ‘Every School a Good School’ will be reflected in the school’s approaches:

* An effective School Development Plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
* Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
* School leader demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
* Teachers are given the opportunity to share in the leadership of the school.
* The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationships.
* School leaders monitor and evaluate effectively school outcomes, policies, practices and procedure and the School Development Plan itself.

**Role of the Board of Governors**

Regular reports are made to the governors on the progress of Literacy/Numeracy provision and on the standards being achieved by the school.

**Role of the Principal**

The Principal is responsible for:

* + - drafting an effective School Development Plan
    - providing professional development opportunities for staff
    - ensuring the implementation of policies
    - ensuring cohesion between the School Development Plan, policies, practices and outcomes
    - informing BOG re progress/provision/standards
    - report to outside agencies

**Role of the SMT**

The SMT are involved in:

* the monitoring and evaluating of the overall standards in the school
* ensuring consistency
* feeding into the School Development Plan
* overall target setting for the school

Role of the Literacy and Numeracy

Co-ordinators

The Literacy and Numeracy Co-ordinators should be responsible, in consultation with the Principal, teachers and parents, for leading the development of their curriculum areas throughout the school and improving the standards of teachings and learning though:

* demonstrating expertise, enthusiasm and vision.
* action planning and target setting – monitor, evaluate and record progress.
* promoting self-evaluation in order to enhance the monitoring, evaluation and review process.
* ensuring a regular review and update of the policy with all staff.
* encouraging staff to use a range of learning and teaching strategies to best meet the needs of the pupils.
* helping to organise school-based INSET as required to enhance their understanding of teaching of Literacy and Numeracy.
* providing guidance and feedback in the effective use of comparative performance data, including benchmarking.
* addressing underachievement and sharing effective practice.
* encouraging management to offer support of identification, dissemination and implementation of good practice in the learning and teaching of Literacy and Numeracy.
* undertaking on-going monitoring and evaluation at individual, class and whole school level.
* reporting to Principal and Governors about the school’s Literacy/Numeracy development.
* assisting with the purchasing and organising of resources.
* keeping up-to-date with recent Literacy/Numeracy development.
* ensuring channels of communication are open and active with all relevant outside agencies, including DENI, the Board, RTU, CCEA, EA, etc.

A School Connected to its Local Community

The following indicators from ‘Every School a Good School’ will be reflected in the school’s approaches:

* Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.
* The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.
* The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.
* Good relationships and clear channels of communication are in place between the school and the education agencies that support it.
* The school works closely with other relevant statutory and voluntary agencies whose work imparts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal Groups.

Parental Involvement

* Parents are encouraged to attend ‘Curriculum Evenings’ in September and ‘Parents’ Information Evenings’ throughout the year.
* Parents are invited to discuss their child’s progress regularly: in October, February and any other time that is required.
* Teachers discuss individual targets with pupils, and parents are kept informed. Pupils are also involved in evaluating / planning their own targets. IEPs are discussed and signed.
* Parents are kept up to date with ‘Home/School Learning Sheets’ twice termly, and monthly ‘Newsletters’.
* Parents are encouraged to write comments about their child’s performance in homeworks, tests etc.
* Parents have access to the school website which gives lots of additional information and showcases the high quality of teaching and learning: [www.ebringtonps.co.uk](http://www.ebringtonps.co.uk)

Parents can support their children’s learning through:

* Attendance at curriculum nights, information sessions and parent teacher meetings.
* Providing opportunities for their children to apply skills and learn at home, and in the real world.
* Using effective strategies to support learning through homework (including mathematics/literacy games and activities).
* Participating in Year 2 and Year 5 PIN programmes and in Year 4 Paired Reading Programmes, or other family learning programmes.
* Acting as volunteers.
* Talking to their children at home and getting them to discuss their learning.
* Supporting homework.
* Involvement in World Book Day and attendance at the annual Book Fair.

Links With Other Schools

Ebrington Primary School strives to have useful and active links with local schools including:

* ‘Holy Child PS’ : Shared Education
* ‘Lisneal College’: Transition cluster groups
* ‘Lisneal/Foyle College’: CPD Project, STEM Project
* Oakgrove PS: Concerts
* St. Brigid’s PS, Warrington: Shared Education

Conclusion

This Policy is in line with other school policies, including:

* School Development Plan (SDP)
* Assessment Policy
* Marking Policy
* Special Educational Needs’ Policy
* ICT Policy
* Shared Education Policy
* Health and Safety Policy

Monitoring and Evaluation of Policy

# The Literacy and Numeracy Policy is:

* Agreed with the Board of Governors
* Shared with parents
* Available to the general public via the school website
* Regularly reviewed and updated in consultation with school stakeholders: staff, children, parents and governors.

# Review of Policy

This policy document will be reviewed when necessary.