

 <b>Kingsmead</b>	<b>POLICY TITLE:</b>	<b>Teaching and Learning</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>	Deputy Headteacher Student Achievement and Teaching & Learning Achievement, Teaching & Learning Sub-Committee	
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Our Principles for Teaching and Learning are rooted in our core values of:

- Care
- Aspiration
- Respect
- Determination

Whilst it is vital that all classroom staff have a consistent and shared approach to promoting outstanding learning, it is recognised that staff have different teaching styles and that outstanding learning can look very different in different contexts.

### **Care**

Every learner in our school community has the right to achieve their very best. All staff strive to teach the skills and knowledge students need to succeed in the future.

### **Aspiration**

Kingsmead is committed to raising students' aspirations so that every student can work towards achieving their highest possible grades. Success is celebrated at all levels within our school community.

### **Respect**

Kingsmead is a supportive environment where colleagues work together to share good practice. Individual need is planned for and effective provision provided to overcome barriers to learning. Variety of approach is valued, celebrated and shared.

### **Determination**

The whole school community is determined to support each other to achieve our best.



This policy includes:

1. What does outstanding teaching and learning look like? (pages 3-4)
2. Marking Policy (pages 5-6)
3. Literacy across the Curriculum (pages 7-9)
4. Home Learning Policy (pages 10-12)
5. Departmental Schemes of Work and Handbooks (pages 13-14)
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#### **Appendix**

- i) Lesson plan
- ii) Marking code

# 1. What does outstanding teaching and learning look like?

Whilst it is impossible to outline what the 'perfect' learning experience might look like, it is possible to draw on some principles that exemplify the best practice.

We do not have a 'checklist' requiring all teachers to follow certain 'rules', there is however an understanding that:

## Teachers will:

- Plan fast-paced structured lessons that aim to enable all students to make outstanding progress. Lessons should include a variety of learning strategies that interest, encourage, engage and challenge students. The Kingsmead Lesson Plan (Appendix i) should be used for all formal observations. It can be used for every lesson but must be used to put together the first lesson in each unit of work for every class.
- Have a yellow folder containing lesson plans and seating plans. Seating plans should be annotated with D for disadvantaged student and A for AEN. Seating plans should be available for cover teachers (these can be screen shot from Firefly); base data information should be kept by teachers in their planners, either a paper copy or digitally.
- Regularly mark work and give targets for progress that challenge and motivate students. The Kingsmead Marking Code (Appendix ii) must be used when marking for literacy (see Marking and Literacy across the Curriculum sections).
- Take part in work scrutinies at departmental and whole school level to ensure consistency of marking.
- Set regular home learning that reinforces or extends learning (see Home Learning section).
- Have high standards of professional conduct that include good timekeeping, maintaining positive professional relationships with colleagues and students and engendering the highest expectations of students.
- Respond skilfully to the specific learning styles, additional educational needs and social and emotional needs of all students – all students have a right to learn.
- Employ a range of appropriate resources including new technologies that will engage and motivate learners.
- Develop best practice by taking part in Top Tips.
- Use Teaching Assistants expertly to support the above aims.
- Use our Language for Learning.
- Use our core values to underpin a positive ethos that supports outstanding Behaviour for Learning (BfL), (see separate Behaviour and Rewards Policy).
- Reward and celebrate the successes of all learners using our Rewards system.
- Help students develop their key skills in literacy, numeracy and ICT.
- Continually reflect on their practice in order to improve their effectiveness.

## Students will:

- Show our core values at all times and develop their curiosity and creativity whilst valuing challenge and aspiration.
- Be enthusiastic and committed to develop skills and knowledge within and beyond the classroom aiming for their very best at all times.
- Use our Language for Learning.
- Arrive to lessons promptly and be well organised (use planner, complete home learning etc.).
- Take responsibility for their own learning and work cooperatively with other students to support their learning.
- Take pride in their work, achievements and conduct and in the school's aims and core values.

- Use our core values to demonstrate outstanding Behaviour for Learning (BfL).
- Be aware of their strengths, weaknesses and targets for improvement – and act on them.

**Teaching and Learning at Kingsmead is supported by:**

**1. The learning environment which:**

- Is welcoming, safe and clean.
- Has classroom furniture arranged to promote a variety of learning styles to meet the needs of all learners.
- Provides resources that are appropriate, accessible and support the learning needs of all students and staff in the school.
- Has displays that are stimulating and support learning, celebrate students work and reflect our core values.
- Has an atmosphere that is calm and purposeful, where everyone is treated with respect.
- Provides appropriate spaces for people to work independently.

**2. Links with the community which:**

- Seek to maintain regular contact with parents giving them the opportunity to discuss concerns and celebrate success.
- Has a home/school agreement to work in partnership with parents to support learning and personal development.
- Works in partnership with the school Governors to support the work and ethos of the school.
- Works together with our feeder primary schools.
- Uses a range of media resources including Firefly to communicate with the wider community.
- Works with other institutions to promote the learning of everyone in the school.

**At Kingsmead we promote achievement by:**

- Offering balanced and appropriate learning opportunities, constantly reviewing the curriculum in light of Government changes and local need.
- Our rewards policy, rewarding effort and achievement including our phase celebrations and our annual Celebration of Achievement evening that celebrates outstanding success.
- Promoting the highest standards of attendance and behaviour recognising them as barriers to success when standards drop.
- Using data to monitor results and progress, ensuring that students and staff understand the data and can use it to inform next steps to progress.
- Intervening and supporting students to ensure everyone is given the opportunity to succeed.
- Working as a team to promote success.

Our Phase structure has been designed to try and ensure every child achieves the best they possibly can.

## 2. Marking Policy

### Books

All years should have an assessment book (folder etc. as appropriate) and a work book. The assessment book should be kept in school. One assessment book should be used for Years 7 and 8 for all assessments, a new book for Years 9, 10 and 11. Some departments may choose to keep one assessment book throughout years 7-11. This will allow students and teachers to track progression. It is expected that an assessment will take place around each census point.

### Targets/Yellow Stickers/Feedback Trackers

After the termly assessment (in the assessment book) a target for progression will be written underneath the assessment. This will be returned to students along with a yellow sticker/feedback tracker. The sticker should then be placed into student exercise books to clearly remind the student what their current target is. This process will be repeated after every assessment. Students and teachers should review the target and comment on whether it has been met. This may not be at the next assessment depending on the SoW but should be reviewed within the year.

Departments may choose to direct students to put the stickers inside the cover of their exercise books or after the last piece of work. Some departments using rotations may have assessments in the back of exercise books. The principles of the policy should however be applied in all subjects and yellow stickers/feedback trackers should clearly signpost what students need to work on to make progress. Some departments have booklets for targets already in place which can be photocopied in yellow instead of using the yellow stickers.

### Whole School Presentation Marking

The whole school expectation is that each piece of work has a title and date, underlined with a ruler and there is no graffiti. Books should be checked once a term (six term year).

### Whole School Marking for Literacy

#### Aim:

To establish consistency of marking across all subjects, which students will recognise and act on. Consistency is essential and the Kingsmead Marking Code must be used when marking an extended piece of writing. Time should also be given for the students to self-correct.

#### Purpose:

- To provide feedback to students that will help them to improve their uses of literacy in all subjects.
- To motivate students to communicate their subject knowledge and understanding effectively.
- To monitor student progress in the use of language.

#### Whole School Literacy – marking work

- Each piece of **extended** writing in any subject, usually writing assessments and some home learning tasks, should be marked for literacy as well as content and may result in a literacy target on a yellow sticker. Marking for Literacy will therefore be evident in both assessment and exercise books. The code has three points: sp/spelling, // new paragraph and p incorrect punctuation.

## Whole School Literacy – marking work continued

- Use prompts which tell students exactly where and what they need to improve (see suggestions below).
- Students should be given time to respond to teachers' questions in their books. Use lesson time or set home learning time for students to go through their books and respond to comments/ questions or make corrections to literacy errors.
- When appropriate, incorporate feedback on common literacy errors into lesson planning.

### Punctuation

If appropriate, follow up the marked error by writing a question at the bottom of the work, or in the margin:

- e.g. *What punctuation should you use before a list?*  
*What punctuation is required before 'but'?*

### Spelling

Highlight up to three words in a piece of work which have been spelt incorrectly. It is not advisable to highlight more than this as it may be demoralising for the student and detract their attention from the literacy focus if everything is highlighted.

At the bottom of the piece of work, write out the correct spelling and ask the student to write it out three times correctly:

- e.g. *abbreviation x 3*

Alternatively you might pose a question at the end of the writing:

- e.g. *Can you write out three sentences below which show the different meanings of there, their and they're?*

Every half term it would be useful to collate a list of class spelling mistakes and give the class a spelling test.

### Setting literacy targets before writing – some examples:

#### *When I mark your work I will look at –*

- The first sentence of each paragraph to see if it introduces your point clearly.
- How you have used connectives to show cause and effect.
- How you have selected and organised the information to support your argument.
- How you have developed your ideas and used evidence to support each point.
- How you have used subject specific vocabulary.

### Literacy comments/ targets after writing – some suggestions:

- You might comment on the way the student has used **language** effectively for the purpose of the task:  
e.g. Accurate use of key terminology.  
e.g. Good use of causal connectives like 'consequently' has made your argument stronger and clearer.
- Make your writing more scientific by using the key words.
- Make your writing more sophisticated by choosing words like 'I predict' instead of 'I think'.
- The organisation of your work would be clearer if you used paragraphs. Re-read your account and mark // each place where you change topic.
- Can you link some of these sentences without using 'and'?

### 3. Literacy across the Curriculum

At Kingsmead School we believe that literacy is crucial to improving learning and therefore students' progress across the curriculum. We firmly believe that it is the responsibility of all staff to explicitly teach the skills that will enable all students to develop as literate learners.

We are committed to providing opportunities for students to learn about how and why literacy is central to learning in **all subject areas**.

We are also committed to developing a range of active approaches to literacy learning that will help students move towards being critical and independent learners.

In working together, we believe that we can best develop a lively and effective literacy curriculum that is reviewed on a regular basis. Literacy and the teaching of literacy skills are key to improving learning and raising standards across the curriculum at Kingsmead School.

#### **Purpose, Scope and Aims**

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in **all subjects**. All departments and all teachers have a crucial role to play in supporting students' literacy development.

#### **The aims of this policy document are to:**

- Support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills.
- Develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively.
- Recognise that language is central to students' sense of identity, belonging and growth;
- Raise students' own expectations of achievement, thus raising standards.
- Develop students' confidence and self-expression.
- Promote knowledge and understanding of students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

#### **Aims of the three language modes**

Although 'Literacy' can be divided into three sections: Speaking and Listening, Reading and Writing, we recognise that these three language modes are interdependent.

#### **Speaking and Listening**

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to 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 circumstance including paired and group discussion and speaking to a larger audience.
- Use varied and specialised vocabulary.
- Speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate.
- Listen with understanding and respond sensitively and appropriately.



## **Reading**

We want our students to enjoy reading, to be able to use their reading to help them to 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.

## **Writing**

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- Write in a variety of forms for different purposes e.g. 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.
- Apply word processing conventions and understand the principles of creating multi-media text.

## **Resources**

### **We should aim to provide:**

- Displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary.
- Relevant material at appropriate levels of interest and difficulty and form a range of text types.
- Reading material of high quality which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender.
- Access to school and public libraries and to ICT sources of information'
- Access to appropriate audiovisual equipment.
- A classroom environment which is conducive to good literacy practice.
- Wider reading to develop and stretch and support approaches to texts.

### **Assessing Literacy across the Curriculum**

- When assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing.
- We should take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.
- When setting writing tasks we should make explicit to the students the key features of language which will be considered.

### **When responding to student work we should:**

- Use the marking code as detailed in the Kingsmead Marking Policy.
- Make comments which are positive and supportive.
- Target specific areas for improvement (a selective and focussed identification of errors).
- Offer guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error, e.g. doubling of letters before adding '-in' is specific and presents the student with a target which can be addressed.
- Give priority to content, ideas, organisation and meaning.



- Create opportunities for students to reflect on the quality of their own work and for peer assessment.

## **Roles and responsibilities**

### **The Literacy Co-ordinator**

Is responsible for developing the school's literacy policy and practice. The coordinator is line-managed by the Assistant Head Teacher who has overall responsibility for the implementation of the Literacy Strategy in school.

### **Leaders of Learning**

Leaders of Learning are responsible for ensuring that schemes of work include relevant literacy objectives and that literacy learning takes place within their subject.

Each department should regularly review the teaching of literacy.

Leaders of Learning should take the lead in ensuring that, in consultation with the Literacy Co-ordinator, teaching strategies/ resources used to develop Literacy are appropriate.

### **All classroom staff**

Are responsible for teaching literacy skills in line with departmental schemes of work and monitoring students' literacy progress in line with agreed targets.

### **Parents**

Parents should actively support the school's literacy policy by helping students develop their literacy skills at home.

## 4. Home Learning Policy

Home Learning should be set online using Firefly.

Students should indicate completion of tasks when they have finished the home learning.

For all years, each subject area should set a minimum of one Home Learning per fortnight and/or an Extended Learning project. During assessment periods, Home Learning should be revision. SLT and Leaders of Learning to monitor.

The overview of Home Learning for each curriculum area and each year group is shared on our website.

It is advised that Home Learning is not set for the next day to allow students time to access computers in school if necessary.

We believe that students need to extend their learning at school by spending periods of time learning at home. The purpose of learning at home is to:

- Reinforce and extend learning at school.
- Be able to learn and manage learning more independently, without teacher direction.
- Practise learning in an environment which is largely in the student's control.
- Have opportunities to involve members of their family as co-educators.

It is essential that relevant and purposeful home learning is undertaken. Responsibility for this lies with the school, the student and the parents. The school will ensure that purposeful home learning is regularly set. Students will be expected to complete all home learning and to undertake further study in a subject if home learning has not been set. We expect that our students will always do Home Learning when it is set on Firefly.

Learning at home will take a variety of forms. Many learning tasks will be set by the teacher at school. These may be specific exercises or more open-ended research, revision or learning. Home learning tasks are not always the same for every student in a class.

In KS4 many home learning tasks will relate to coursework for GCSEs and will require a student to plan his/her homework to meet the deadlines by the subject teachers.

The student can initiate learning tasks.

When home learning tasks are not set the student should take responsibility for selecting an area of further study in that subject. This will consolidate the learning process. Here the student takes more responsibility for managing their own learning by initiating activities which revise, reinforce and apply prior learning. The student will be able to develop with school support a range of strategies to do this.

The nature of this personal study could be:

- To revise or review the work covered in the lesson.
- To make further enquiries about a topic or undertake research.
- To discuss the content of a lesson or topic with another person.

- To reflect on the wider issues of the topic.
- To devise simple tests and undertake them.
- To check facts and information.
- To undertake further reading.
- To produce extension work in written or diagrammatic form.
- Learning undertaken with support of family members.

Learning undertaken with support of family members could happen both with teacher set tasks and student initiated learning. We envisage it will happen most commonly in the early years at Kingsmead, although many older students will welcome the interest and active involvement of family members. Family members, especially parents/guardians, will need information about syllabuses, assessment criteria and methods of learning if they are to be supportive. This can be found on the school website.

The success of home learning largely depends on the partnership between home and school. We would ask our parents to support us with the home learning policy and actively help their children wherever possible.

It would be beneficial if parents could:

- Provide a quiet area for study to take place.
- Regularly check that homework is being done and that it is of a good quality.
- If possible help in the learning process.
- Show interest in the work, encourage your child and praise them.
- Sign the planner once a fortnight, expect deadlines to be met and check they are.

We recognise that parents want to provide a computer for their child; whilst this is understandable we wish to reassure parents who cannot provide this facility that computers are available for student use during school time.

It is important for parents to remember that if Home Learning appears on Firefly it must be done. Students cannot claim that there is nothing to do.

### **Students who require extra learning support**

Appropriate home learning tasks will be set, balancing the right of students to share fully in the work of the class - which includes home learning tasks - with their individual learning needs. Student Support Plans will give clear guidelines to staff to ensure tasks are manageable.

### **Learning at Home Expectations**

The amount of home learning varies from year group to year group. For example, in Year 7 we expect an hour's work a night on average to be reasonable. In Year 8 up to an hour and a half home learning each night. This gradually increases in Years 9, 10 and 11, with controlled assessment and examination requirements being extensive. We do, however, believe it is important not to overload our students. This can be avoided if time is organised properly.

Different subjects will have different expectations regarding homework – it is important for these expectations to be made clear to students, parents and carers. The expected home learning tasks for each curriculum area and each year group are published on our website. This could be one **Extended Learning Project (ELP)** as part of home learning at KS3. Students will be given a project-based enquiry and will need to organise their time and resources to complete the project over a period of time, usually a half term of five to seven weeks.

There are a few subjects where home learning is not appropriate, especially in Years 7 and 8. These subjects include Drama, Music and Physical Education. Where these subjects are studied at GCSE level home learning will be set.

Developments in ICT and our use of Firefly will enable students to complete some home learning on line and to receive immediate feedback. Parents will also have improved access to the work their child is completing in school and will be in a much stronger position to help and support.

With greater access comes greater responsibility for the students and the parents. It will be essential for both parties to follow the guidance given in the ICT Acceptable Use Policy with reference to accessing the school network.

## 5. Departmental Schemes of Work and Handbooks

All departments at Kingsmead are expected to annually update their schemes of work and Departmental Handbooks.

### Schemes of Work

Schemes of work should include:

- Course outlines at both Key Stages.
- Concrete long, medium and short term Teaching and Learning plans.
- Details of appropriate National Curriculum programmes of Study and GCSE/ NVQ/ Btec syllabi studied.
- Details of assessment objectives.
- Details of possible/ actual home learning or Extended Learning projects tasks.

Schemes of work must be made available to all members of the department and be organised in a clear and easy to follow structure.

Schemes of work must also **evidence** the departments approach and contribution to the key areas of:

- Language for Learning
- Equal Opportunities
- PSHCE including British Values
- International Citizenship/ Dimension
- Literacy
- Numeracy
- AEN/EAL
- Differentiation including Gifted and Talented Students
- Assessment and target setting

### Departmental Handbooks

Departmental Handbooks are important as they provide a guide to the aims of each team within the school regarding personnel, Teaching and Learning, programmes of study and resources.

Department Handbooks must include the following:

- Context - A summary of details regarding staffing, accommodation, timetables, resources etc. of the team.
- Scheme of Work – An outline of the scheme of work including programmes of study and course details.
- Teaching and Learning – An outline of the key areas that define the department's specific approach to Teaching and Learning.

The Handbook must also include a section about:

- Assessment for Learning
- Assessment
- Equalities
- Citizenship
- Literacy
- Numeracy
- AEN/EAL
- Differentiation including Gifted and Talented Students
- Home Learning
- International Citizenship/ Dimension
- ICT across the Curriculum

## 6. Intervention for All including Gifted and Talented Students

Kingsmead aims to encourage and give all students the opportunity to realise their full potential. Learning should be informative, stimulating, enjoyable, exciting and challenging for all students. Teaching and Learning styles and the breadth of the curriculum should reflect this.

The Leaders of Achievement in each phase monitor the progress of students and alert staff to underachievement. Different waves of intervention are then set in place according to the needs identified.

The school aims to provide for able students:

- Entitlement to an appropriately differentiated curriculum.
- Work at high cognitive levels.
- Opportunities to develop specific skills or talents.
- A concern for the whole child - emotional, social, spiritual, physical and intellectual.
- Breadth with depth - a wider range of experience for students who could profit from it.
- Enrichment studies in areas of the curriculum e.g. creative writing.
- Opportunities to work with like-minded individuals.
- Opportunities to pursue an independent interest.
- Opportunities to work with staff and other adults on subjects of mutual interest.

It is appreciated that not all students reveal their true ability readily. Exceptionally able students may have huge talent in just one area or may be multi-talented.

Each department will be responsible for identifying exceptionally able students in their subjects and for monitoring their progress, having made provision for their needs. It is expected that monitoring the progress of these students will form a regular part of department meetings.

Each department should recognise the necessity for challenge within subject areas and will develop opportunities of enrichment and extension for the exceptionally able including individualised programmes.

Kingsmead will continue to support the provision made through courses for the exceptionally able by outside providers, but will not expect this to be the only 'out of class' provision. We will be looking for ways of developing our own enrichment courses by opportunities provided through collapsing the timetable, by projects/challenges across the age groups and by mentoring of the most able. It is hoped that further enhancement of school clubs and other opportunities will create further challenges for all students.

### Home Learning

The exceptionally able should be given challenging differentiated tasks. Exceptionally able students should be encouraged to take responsibility for their continued learning at home.



## 7. English as an Additional Language (EAL)

### Statement of Aims

Kingsmead is committed to making appropriate provision for teaching and resources for students for whom English is an additional language and for raising the achievement of ethnic minority students who are at risk of underachieving. We will recognise individual students' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL students are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

### Key Principles for Additional Language Acquisition:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the learning and teaching of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All students have an entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity; teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

### Teaching and Learning

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.

Classroom activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons. Grouping and setting arrangements will be reviewed to ensure that EAL learners have access to strong English language peer models.

Where possible and appropriate the School will provide opportunities for EAL students to take a GCSE examination in the home/first language. Where students would benefit from tuition to

achieve this, the Academy will seek to make links with other local secondary schools and/or community/supplementary schools for this provision.

Back-up sessions will be provided for those students who are significantly behind their peer group in language and literacy instead of taking up a second additional language.

### **Identification**

Information will be gathered about students' linguistic background and previous educational and schooling experience.

EAL students will be identified through the information provided on entry by parents and primary schools. Students may also be identified by feedback from subject staff, curriculum leaders and learning coaches. Details will be recorded in the SIMS system.

The AEN team in addition to the monitoring via the whole school monitoring system to ensure student progress will monitor students identified as having English as an Additional Language.

Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place by the AEN team.

Information related to students EAL needs is passed on to subject teachers by the AEN coordinator.

### **Special Educational Needs and Gifted and Talented Students**

Kingsmead School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision. Similarly, we recognise that there may be EAL students who are Gifted or Talented even though they may not be fully fluent in English. EAL and SEN staff will work together to ensure a co-ordinated approach where any of the above applies.

### **Assessment and Record Keeping**

Staff will have regular liaison to discuss student progress, needs and targets.

The School will ensure that all EAL students have regular formative EAL assessments involving the County's EAL service as required, making full use of special arrangements including first language assessment/ support where appropriate.

Kingsmead School will analyse EAL/Minority Ethnic student achievement and regularly evaluate the effectiveness of additional support provided in terms of student progress.

### **Resources**

A range of resources will be used to support students' linguistic development including computer software, bilingual dictionaries (where students are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum. The MFL department will support students in acquiring a GCSE/national qualification in their first language whenever possible.

## **Parents/Carers and the Wider Community**

We aim to provide a welcoming admission process for the induction, assessment and support of all new students and their families.

## **Staff Development**

Kingsmead School will ensure that all staff know about learning and teaching EAL in the curriculum and that those staff carrying out specialist EAL roles receive subject specific professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated.

## **8. Numeracy across the Curriculum**

Numeracy is a proficiency, which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

There are many definitions of numeracy and mathematics both in respect of their sameness and their differences. Kingsmead takes the view that all teachers share responsibility for the development of numeracy. All, including mathematics teachers, must be aware of the demands their learning area makes on numeracy. Teachers of all subjects should make the links between subjects and numeracy explicit by talking about links frequently in their classes should also draw children's attention to the links between subjects by talking frequently about them, both in mathematics and in other lessons.

Numeracy includes:

- The ability to make sense of more than just number.
- Developing mental strategies as well as pencil and paper methods.
- A confidence and competence in using and applying mathematics, recognising that skills are transferable across different subject areas and in a variety of contexts.
- The ability to use the correct mathematical language.

### **The Role of the Numeracy Co-ordinator**

- To develop numeracy throughout the school.
- To play a leading role in the design and production of a whole school policy for numeracy.
- To carry out an audit of the numeracy requirements/provision in all areas of study.
- To help identify training needs of staff in relation to numeracy and ensure that these training needs are met.
- To liaise with all subject departments to ensure that numeracy is developed in a coherent and consistent manner throughout the school.
- To establish procedures to monitor and evaluate the numeracy provision for all students in the school.
- To establish procedures to monitor and review the implementation of the school's numeracy policy.
- To ensure all staff are aware of their responsibility that the acquisition of basic numeracy skills is a whole school issue.

## **The Role of Parents**

The parents' role in the numeracy development of their children is crucial and to be encouraged. To do this effectively, parents should:

- Make their children aware when they as parents are faced with mathematical demands in their everyday lives, and display a positive attitude when they face these demands.
- Ask their children to explain their mathematical thinking when doing maths home learning or performing everyday mathematical tasks.
- Talk to children about their mathematics.
- Praise children when they notice some new development in their mathematics understanding and skills.
- Share mathematics with their children, discussing strategies they use and talking with them about mathematics.
- Show their children through their words, action, and attitudes that they believe that the children will become confident and competent users of mathematics.

## **The Link between Numeracy and Literacy**

The role of language is important in numeracy and there will be regular contact between the Numeracy and Literacy Co-ordinators to ensure that both are aware of developments in their respective areas.

- Language is an important tool for learning mathematics. Explaining to oneself, or someone else 'putting it into words', can be a powerful means of working through and clarifying ideas.
- Students should use language as a tool for reflecting on their mathematical experiences and hence for their own mathematical learning.
- Students also need to develop the skills of recording their mathematics. The first forms of recording are likely to be in everyday language or in pictures or diagrams. Gradually these representations may be shortened, leading to the need to use symbols.

Children should develop spatial language in much the same way as they learn to talk about various animals and objects - by hearing it used appropriately by others and being encouraged to use progressively more sophisticated language in describing their experiences.

## **Monitoring and evaluating progress and provision**

All staff will be involved in the regular monitoring and evaluation of the implementation of the numeracy policy.

The Head of Mathematics/Numeracy Co-ordinator will in the autumn term plan for numeracy developments taking into account both Key Stage 3 results and GCSE results from the previous year and throughout the year they will review progress.

An audit of the use of numeracy within all subjects of the curriculum will be undertaken regularly to determine the actual experiences gained by each student. The Numeracy Co-ordinator will complete this.