

Reading, Writing, Communication and Mathematics Policy

Policy Code:	TL3
Policy Start Date:	December 2016
Policy Review Date:	December 2019

This policy should be read in conjunction with;

- TL7 Teaching and Learning Policy
- TL11 Homework Policy

1. Policy Statement

The Priory Federation of Academies Trust (The Trust) develops students' skills in Reading, Writing, Communication and Mathematics through its Language for Learning programme. Language for Learning encompasses the skills of articulation and reason associated with English, along with those of quantification and justification traditionally associated with mathematics (see figure in Appendix, Page 5).

All staff within The Trust actively support the acquisition of Language for Learning skills and strive for excellence in this area.

This policy sets out the guiding principles for the development of Language for Learning skills across The Trust. Each individual academy will have a plan of how they have put the guiding principles into operation, ensuring effectiveness and consistency.

2. Aim

- 2.1 To empower all learners, students and staff to achieve their potential through improving their reading, writing, communication and mathematics skills through Language for Learning.
- 2.2 It is the aspiration of all academies that language use should not be a barrier to a student's learning in any area of the curriculum.

3 Guiding principles

3.1 Academies will:

- Have an SLT champion who is responsible for promoting and monitoring Language for Learning.
- Have a database of students for whom Language for Learning may present a barrier to learning,
- Devise and record in the database the key strategies to be used by teachers to help students to overcoming these identified.
- Provide opportunities for teaching and support staff to develop their understanding of, and ability to support students with the acquisition of, Language for Learning skills.
- Provide opportunities for staff from different curriculum areas to develop activities that support the acquisition of Language for Learning skills.

- Through the quality assurance and lesson observation processes, keep a record of best practice examples of Language for Learning development in the classroom and disseminate these across the Trust's academies.
- Support staff through the quality assurance and lesson observation processes, to recognise opportunities within their lessons to develop Language for Learning skills.
- Utilise subject specific and pastoral learning opportunities to develop Language for Learning skills.

3.2 English and mathematics departments will:

- develop, revise and update materials designed to support students across the Academy. They will have responsibility for ensuring that strategies are consistent and informed by latest developments.

3.3 All departments will:

- use the available resources and materials designed to support the Language for Learning skills of students in their curriculum area and make reference to these within schemes of learning.

3.4 Teachers will:

- Actively address issues of students experiencing barriers to their learning through the materials at their disposal and will seek to minimise any issues through their lesson planning.
- Explicitly highlight Language for Learning skills and provide appropriate feedback to students.

3.5 The Trust will:

- Provide opportunities for the best practice developed across the academies to be shared and used to improve provision within each academy.

4 Specific Actions

4.1 The Guiding Principles can be supported by promoting opportunities:

To articulate and reason

To quantify and justify

4.2 Examples include the promotion of:

- Reading throughout each Academy, for pleasure and to gain access to the curriculum, in fiction and non-fiction, poetry and other media.
- The role of speaking and listening, for the way it can develop literacy skills, **writing and confidence.**
- Discussion and oral presentation skills in learning activities, in pairs, groups and whole-class contexts, to support learning and the engagement of students.
- Extended responses in class to open, probing questions from teachers.
- Extended pieces of writing, beyond the English curriculum area, to develop higher order skills of reasoning, analysis and evaluation.

5. Policy amendment

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

The Priory Federation of Academies Trust Reading, Writing, Communication and Mathematics Policy

This Policy has been approved by the Priory Federation of Academies Education and Standards Committee

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.

APPENDIX

