



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: Literacy & Numeracy across the Curriculum 2026-27

Date of Last Review: October 2026

Date of Next Review: October 2027

Most Recent Updates: Explicit reference to EEF Literacy Recommendations & Sparx Reader, replacing Accelerated Reader

SLT Responsible: GR

Other Staff Contribution: MBa (Numeracy co-ordinator)
GR(Literacy co-ordinator)

Literacy & Numeracy across the Curriculum 2026-27

Literacy brings together the skills of reading, writing, speaking and listening as the essential components of communication. At Chislehurst School for Girls, we recognise the need for all students to be literate and numerate in order to successfully and effectively access the curriculum and prepare for life in the future.

Aims of the policy

- To raise staff and student awareness of the importance of literacy and numeracy skills;
- To ensure teachers ‘prioritise reading to allow pupils to access the full curriculum offer.’ (Ofsted Handbook 2021);
- To ensure teachers give students regular opportunities for ‘Pupils to read widely and often, with fluency and comprehension appropriate to their age.’ (Ofsted Handbook 2021).
- To promote and implement strategies to improve all students’ abilities to read and understand written, spoken and visual language;
- To promote and implement strategies to improve all students’ abilities to communicate through writing;
- To promote and implement strategies to improve all students’ abilities to communicate through oral work;
- To monitor and evaluate all students’ progress in literacy and to review procedures regularly;
- To ensure a consistent approach to teaching methods across the curriculum in order to encourage language development, knowledge of subject-specific vocabulary and common approaches to teaching numeracy, where relevant.
- To raise awareness of the teaching and learning implications of **Assessment for Learning** and the **National Strategy (EEF Improving Literacy in School 2021)** in relationship to the development of literacy.

Principles

- All subjects in the National Curriculum are required to promote students’ Literacy. The common requirement for all subjects states that **‘all students should be taught to express themselves clearly in both writing and speech and to develop their reading skills’**;
- All teachers have a commitment to prioritise reading for students, so they do so widely and often. This is to develop all students’ confidence, articulacy and competence in both breadth of vocabulary and use and application of subject terminology.
- All teachers have a requirement to *‘demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.’* (Teachers’ Standards : 3.3);
- Every teacher has a commitment to improving students’ learning and therefore their reading, writing, speaking and listening;
- Advice and support on implementing strategies to ensure the development of literacy is provided by the Teacher with Responsibility for Literacy, the English Subject Area, the SENCo and the Assistant Headteacher responsible for Teaching and Learning.

Practice

- All Schemes of Work should demonstrate ways in which the policy will operate in all parts of the curriculum. The Senior Leadership Team, Heads of Faculty and Heads of Subject should routinely monitor the implementation and effectiveness of the policy. Moreover, all teachers should monitor their own teaching and their students’ learning to ensure that the policy works;
- Suggested guidance is provided at the end of this policy document.
- All students are encouraged to read silently for the first 5 minutes of each lesson. This is expected to be fiction at KS3, but can be non-fiction, relevant to the subject, at KS4 & 5.
- All teachers of subjects where analytical writing is required, should be consistent in using the PETAL model, when teaching students to write analytical paragraphs.

- All teachers should be referring to a system of Tiered subject-specific vocabulary, differentiated according to Key Stage/Year Group. This vocabulary should be routinely taught and used in teaching & learning.
- All 7 strands from the recommendations of the EEF Improving Literacy in Schools document (including Disciplinary Literacy) will be embedded in teaching across all subjects across the whole school.

Implementation and Delivery

All Subject Areas should:

- Ensure that the reading age of all text books and worksheets are appropriate;
- Ensure Key words (Tier 2 & 3 vocabulary) are displayed in classrooms and in lessons;
- Actively promote the use of dictionaries;
- Read texts aloud to increase understanding;
- Provide more challenging texts as extension work for the more able;
- Be explicit about reading and writing for particular lessons;
- Follow the marking policy guidance on marking spelling, punctuation and grammar;
- Use ICT to promote and support Literacy & Numeracy;
- Ensure colleagues are following the school policy of silent reading to start every lesson;
- Have available Tiered vocabulary lists for use in student books/files;
- Follow the 'PETAL' model in subjects where analytical writing is required;
- Use common methods of teaching literacy & numeracy (following staff training), whenever relevant to the lesson.

Monitoring and Assessment

- The SEND and English Department conduct baseline testing using standardised reading and spelling tests. These are usually completed within the first month of Year 7 and then repeated every six months for those falling below the recognised 'ability to cope' level as set by Bromley. They are re-tested for reading ages at the end of year 7. Analytical data from KS2 and Transition Units are also used in the assessment of students' literacy needs;
- Assessment and Recording is in line with the school's policies on Marking and Teaching and Learning. Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying students' progress against teaching objectives, determining what a student has already achieved and moving them on to the next stage of learning;
- All students in years 7 & 8 use 'Sparx Reader' in fortnightly library lessons. This will be time dedicated to silent reading and continual assessment during the reading of books on screen. Students are tested twice throughout the year to check their progress and monitor their reading ages.
- Students in years 7-11 are expected to read regularly and silently in form time, supported by their form tutors. In addition, all lessons in years 7-11 are expected to begin with a silent reading focus.
- Literacy is assessed and monitored through the following:
 - Evidence collected from students' work;
 - Evidence collected from teacher assessments;
 - Comparative evidence collected from national data.
- The data is collated and analysed at different levels:
 - Subject Areas;
 - Heads of Faculty and Heads of Subject;
 - SEND;
 - Senior Leadership Team;
 - Trustees

SEND

- The SEND team provides a continuum of additional support, both in classes and on a withdrawal basis. Learning Support assistants are used to support groups and individual students;
- The SEND team, along with the English team provide advice, training and resources to support Subject Areas in their efforts to encourage literacy development and raise standards.
- All teachers are required to meet the literacy and numeracy needs of any of their SEND students by reading and applying strategies on each of these students' 'Pupil Profiles'.
- Students with a SEND related to literacy may be encouraged to use the Lexia software, to boost their reading age.

EAL

For students that join the school with little or no English, some personalised strategies are used to improve their reading and understanding of English. These are co-ordinated by the EAL co-ordinator and the strategies for students to use include:

- Being buddied up with a dual-language student who shares their mother tongue (to help translate)
- Being allowed language translation devices in classrooms.
- Using Flash Academy software.
- English/Literacy teacher intervention classes.

The Role of the Learning Resource Centre (Library)

- The Learning Resource Centre is able to support the development of Literacy in the following ways:
 - The Librarian can support all Subject areas in their literacy development;
 - Provide a wide range of fiction and non-fiction reading for all ability levels - relevant to curriculum areas;
 - Present stimulating displays to offer suggested reading;
 - Provide ICT facilities to stimulate learning.

Homework

- Homework plays an important role in the development of literacy:
- It can reinforce lessons learnt at school;
- It can provide opportunities for reading set texts and favourite books;
- It can provide opportunities for writing for specific purposes.

Intervention

- Intervention plays another important role in the development and support of literacy skills:
 - SEND students/less able students/students who are not achieving their targets, are given support in developing and improving skills needed to achieve well;
 - More Able students are challenged to achieve even better at KS3, KS4 and KS5;
 - Literacy Enhancement Group in Years 7 & 8 who follow a weekly programme of literacy development using the 'LEXIA' programme, during tutor time.
 - Year 12 students act as peer reading mentors for selected year 7 students

Opportunities & Guidance for Literacy Development

1 Writing

Structure:

- Planning and drafting;
- Note-taking;
- Extended writing in a variety of styles for different purposes and audience.

Strategies:

- Classroom analysis and discussion of text types;
- Use of writing frames (including sentence starters) and mind maps;
- Provision of good annotated examples and grade criteria;
- Collaborative composition in pairs/groups, sometimes teacher-led as a whole class activity, sometimes student-led;
- Availability of key words and connectives;
- Peer-assessment as well as self-assessment.
- Using PETAL as a template for writing analytical paragraphs
- Reinforcing subject-specific vocabulary through Tiered vocab lists.

Presentation, Spelling and Punctuation:

- Written work should be legible;
- Written work should be set out to the agreed format;
- Correct spelling of common and subject key words and etymology should be encouraged. Familiarity with dictionaries and computerised dictionaries is expected;
- Training in punctuation should be given, and put into practice, by all teachers in all subjects.

Marking:

- Should be done using agreed symbols and comments (see marking policy);
- Should be positive and encouraging and include target areas for improvement.
- Must highlight literacy errors/misconceptions, enabling the student to understand these.

2 Reading

Strategies:

- The language of texts used in lessons must be accessible to students of all abilities using them;
- Encourage different ways of reading, e.g. aloud, continuous, close, skimming and scanning;
- Encourage exposure to different text types, e.g. fiction, poetry, non-fiction;
- Encourage the use of Computer Software, the internet and the Learning Resource Centre, where there is a wide range of material both fiction and non-fiction at many levels;
- Encourage reading aloud in class, using volunteers;
- Encourage paired/shared reading;
- Use pictures and diagrams to offer strong visual clues and aid understanding;
- Use techniques such as DARTS (Directed Activities Related to Texts);
- Plan worksheets carefully;
- Set extended reading tasks for homework;
- Use the Learning Resource Centre, if available, for a research-based lesson;
- Ask the Librarian, in advance, to provide a box of suitable books for classroom use;
- Encourage support of activities designed to promote reading, e.g. Book Fairs;
- Display Key Words, book reviews, lists of popular books and details/pictures of the authors;
- Talk about books you have enjoyed;
- Be seen as a reader of fiction and non-fiction.

3 Listening

Strategies:

- Creation of a calm environment : ‘One Voice in the Room’;
- Exercises in listening skills used as start-up activities;
- Clear procedures established for students to respond to other students.

4 Speaking

Strategies:

- Practice in speaking to groups of different sizes, ages, gender - builds confidence and is an increasingly important skill for the student’s development;
- Preparation of short presentations encourages logical thought in the speaker, and good listening by the audience;
- Use of different language structures, modulations and pace, transmits meaning and emphasis;
- Clear rules for classroom discussions are important;
- The classroom teacher provides the most important role model in terms of vocabulary, speech and the use of gesture.
- Regular use of students public speaking in assemblies. Cross section of students used.
- ‘Speak Out’ challenge for selected students.

5 Additional Strategies, Resources and Events

- Making learning objectives explicit to students, including those relating to literacy;
- Continuous differentiation throughout all key stages in all subjects;
- Good display material in classrooms and corridors, e.g. key words, examples of work, labels, instructions, rules, subject specifications etc.;
- Promoting *World Book Day*;
- Catch-up programmes for Year 7 students;
- Theatre visits;
- Visiting speakers;
- Engaging and thought-provoking assemblies;
- Television, film and radio presentations;
- Encouraging students to visit local and national libraries;
- Rewards for achievement;
- Word searches, puzzles and crosswords;
- National and local press;
- Debating clubs
- ‘Speak Out’ Challenge
- School magazine writing/editing

Numeracy Across the Curriculum

The aim of the Mathematics department is to develop and extend the numeracy of all students in every area of the curriculum so that they become more confident in their ability to communicate. This encompasses competency in number skills solving, skills and handling data skills. All students should be given opportunities to extend their numeracy skills in a wide range of different contexts across the curriculum.

The promotion of numeracy skills across the curriculum will allow all students to build their confidence in using and applying Mathematics, recognise that skills are transferable across different subject areas and in a variety of contexts.

It is important to recognise that all teachers are teachers of numeracy. It is the key for academic success and the long-term sustainable improvement in pupil attainment.

Teachers can help children to acquire this proficiency by giving a sharp focus to the relevant aspects of the programmes of study for Mathematics.

The impact should be numerate pupils who are confident enough to tackle mathematical problems without going immediately to teachers or friends for help.

Key Aims & Strategies to develop Numeracy

- To adopt and develop a whole-school approach to Numeracy across the curriculum in order to raise standards of attainment for all learners.
- To recognise the importance of Numeracy in all subjects across the curriculum.
- To identify similarities and differences in Mathematical teaching in different curriculum areas and develop a common approach.
- To encourage staff to take responsibility for the development of numeracy in each subject area.
- To raise staff and pupil awareness of key Numeracy strategies through whole school CPD.
- To encourage learners to transfer Mathematical skills and apply them in everyday and unknown contexts.

Understanding of the Teaching Issues

In order to develop the students' confidence a consistent approach to numeracy should be adopted across all faculties. A positive attitude from teachers in all faculties towards numeracy as displayed in our formal Lesson Observation format, having identified areas where each faculty has the opportunity to contribute, is assisted by the Key Skills Booklet in Years 7 & 8. This is available to faculties and aims to ensure common language and notation.

Staff in all curriculum areas should aim to raise awareness of the importance of mental arithmetic. When calculators are used staff should ensure the students have some idea of the expected outcome from mental estimation. All numeracy representatives have information about when it is appropriate to use, and not to use, a calculator. Staff should be familiar with this.

Staff are encouraged to:

-  Recognise that knowing by heart and figuring out, students can support each other in the learning of number and its applications.
-  Involve regular interaction with pupils, with the teacher using perceptive questioning, giving careful attention to misconceptions, and providing help and constructive response on numerical topics.
-  Rehearse existing knowledge and skills in order to keep them sharp and enhance them and encourage quick recall of as many number facts as possible.
-  Give careful attention to the development of mathematical vocabulary and the use of notation.
-  Uses a range of methods and presentations, discussing with pupils the methods – including mental, written and calculation methods - best suited for the particular purpose.

-  Encourage and promote the use of problem solving
-  Provide a range of appropriate contexts and situations that give meaning to numerical tasks.
-  Create an environment, which encourages girls to refine and use their own methods of working at numerical tasks.
-  Create opportunities for the students to compare and discuss a range of different methods of numerical calculation.
-  Recognise that this process takes time and will vary from student to student.
-  Adopt a consistent approach to teaching numeracy skills.
-  Be familiar with and use strategies to equip students with numeracy skills for life.
-  Indicate in schemes of work where numeracy skills are taught, making these explicit.

All pupils should be able to:

- Use correct and appropriate mathematical vocabulary, explaining whenever it will enhance students' knowledge, skills and understanding
- Emphasise mental calculations when it is sensible to do so, discouraging the use of calculators where calculations are trivial.
- Encourage students to estimate where appropriate.
- Promote the transfer of skills, discourage the 'I have never done this before' attitude.
- Support the different methods of calculations. As long as the method produces the correct results, and is efficient, students should be allowed to use it.
- Put in place interventions to close the gap between different groups of students.
- Have a sense of the size of a number and where it fits into the number system.
- Know by heart number facts such as number bonds, multiplication tables, doubles, and halves.
- Use what they know by heart to figure out answers mentally.
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator and be able to do so effectively.
- Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them.
- Explain their methods and reasoning using correct mathematical terms.
- Judge whether their answers are reasonable and have strategies for checking them where necessary.
- Suggests suitable units for measuring and make sensible estimates of measurements
- Explain and make predictions from the numbers in graphs, diagrams, charts, and tables.

Strategies for ensuring progress against these aims:

- Raise the profile of Mathematics throughout the school promoting the use of numbers and measures whenever possible.
- Learners identified as more able will be provided with opportunities to extend and develop their understanding.
- Learners will be assessed in year 7 to identify low levels of Numeracy these pupils will then take part in an intervention programme to raise standards.
- Numeracy representative from each department who will meet with the Numeracy coordinator.
- They will be responsible for circulating strategies and providing feedback at meetings.

PSHE

It is important to promote numeracy skills outside the Mathematics department and, as such, Years 7 & 8 will follow a numeracy programme exploring the use of numeracy skills in other contexts.

Calculators, Units and Graphical Representation of Data

The preferred calculator range is the Casio 'fx' range. Model specification equal or higher to the Casio fx-85GT PLUS is recommended. Students are responsible for the provision of their own calculator. A class set of scientific calculators is available from the mathematics faculty.

All students should always be encouraged to estimate before using a calculator and to check their calculation. Interpretation of result displayed should be discussed, especially when handling problems involving time.

Units of measurement should be SI. Inappropriate units and incorrect notation of units should always be corrected.

Staff in all faculties should ensure appropriate types of graphs are used for a given set of data. Staff should be aware of the difference between continuous and discrete data and ensure they are represented correctly. When plotting points, accuracy should be encouraged by using crosses rather than dots.

Support Available



Member of SLT responsible for Numeracy;



Numeracy Co-ordinator;