

# West Monmouth School



## Cross-curricular Skills Policy

Updated: October 2023

## Rationale:

West Monmouth School is committed to raising the standards of literacy, numeracy and digital competence of all of its students; we want our pupils to be confident and capable in the use of cross-curricular skills to support their learning in all areas of the curriculum and to acquire the skills necessary to help achieve success in further education, employment and adult life.

Welsh Government guidance states: "Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. It is the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills."

At West Monmouth School, we recognise that the cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

We are committed to developing a curriculum which enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all areas. Developing these skills is, therefore, a consideration for all practitioners.

## Policy Aims:

- To develop a whole school approach to addressing literacy, numeracy and digital needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply literacy, numeracy and digital across the curriculum in accordance with the requirements of the LNF and DCF.
- To determine learner progress in literacy, numeracy and digital and the next steps.
- To ensure effective cross curriculum planning for skills.

The aims of our skills policy are to ensure all learners are given opportunities across the curriculum to:

- Develop listening, reading, speaking and writing skills
- Be able to use numbers and solve problems in real-life situations
- Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

This will be achieved by:

- Ensuring all practitioners are equipped with the skills needed to develop provision across the curriculum
- Monitoring and evaluating provision to continue to raise standards
- Ensuring that resources are in place to support effective delivery of cross-curricular skills

## Roles and Responsibilities:

### LNF Team:

LNF SLT Lead	Mr S Ball
Literacy Coordinator	Mrs B Jeffries
Numeracy Coordinator	Mr G Lee
DCF Coordinator	Mr D Goodliffe

### The SLT lead will:

- Actively support and drive the policy of improved literacy, numeracy and digital competency for all.
- Help to manage, sustain, develop and evaluate LNF/DCF policy.
- Support the commitment to LNF/DCF in the School Development Plan.
- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners.
- Identify opportunities for and facilitate the sharing of good practice within the school.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.
- Review and update teaching pedagogy through the provision of appropriate CPD, using outstanding teachers in literacy and numeracy to support development.
- Work with the LNF/DCF co-ordinators and coordinate feedback to parents/carers.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.
- Ensure that all staff understand and accept they have a responsibility to improve LNF/DCF skills both through their teaching and day-to-day contact with pupils.
- Facilitate the improvement of LNF/DCF skills by arranging an ongoing programme of training and support across the curriculum.
- Make suitable resources available to promote this policy.

### Skills Co-ordinators will:

- Track and monitor pupils' LNF/DCF skills and identify pupils for intervention.
- Source, implement and maintain meaningful interventions programmes.
- Ensure that available intervention resources are targeted effectively to best raise pupil attainment. (lit & num only)
- Support subjects in the development and implementation of LNF/DCF and ensure they are aware of the latest developments from the Welsh Government.
- Work with key teachers from across the cluster on development of primary-secondary transition for LNF/DCF.
- Use the analysis of literacy and numeracy data to inform planning for improvement.
- Work with KS3 tutors to increase exposure to LNF activities during form time.
- Ensure that new staff and newly qualified teachers are aware of the LNF/DCF and support them in school strategies.

- Raise awareness of the resources available to support and challenge pupils of all abilities.
- Collect evidence of good practice, monitor and evaluate the delivery LNF/DCF from across the curriculum and
- Be an exemplary teacher of literacy / numeracy / digital skills and be willing to model this to others.
- Ensure that the development of literacy / numeracy / digital skills across the curriculum is underpinned by the 4 Purposes of the curriculum.
- Facilitate opportunities to celebrate pupil progress and successes in literacy / numeracy / digital skills.
- Organise enrichment activities which raise the profile of literacy / numeracy / digital skills and which promote pupil engagement.
- Develop display resources which support skill acquisition or raise the profile of the skill area.

#### **Faculty Leaders will:**

- Ensure and sustain LNF/DCF as a priority in both departmental policy and delivery so that all Schemes of Work include LNF/DCF objectives taken from the LNF/DCF. These objectives will inform what is taught, how it is taught, what is learnt and how it is assessed. LNF/DCF should also form part of activities outside the classroom wherever opportunities lie.
- Monitor the effective implementation of LNF/DCF by members of their department.
- Identify and share good practice.
- Analyse and synthesise assessment data to support improvement.
- Track provision and raise any concerns regarding the development of LNF/DCF.
- Work closely with other subject areas through the skills coordinators to coordinate schemes of work, including timing of teaching specific strategies and concepts relating to the LNF/DCF.
- Ensure consistency in the application of skills linked to the LNF/DCF across the subject area and all teaching staff.
- Monitor and evaluate the impact of these approaches on standards of learning for their subject areas.
- Ensure that the skills from the LNF/DCF are delivered consistently within the subjects of English, mathematics and ICT.
- Ensure all staff are aware of the LNF/DCF resources available and how they might link to specific subjects.

#### **Teachers will:**

- Use the LNF/DCF as a starting point for medium term and weekly planning.
- Reinforce and develop pupils' cross curricular skills
- Develop and update own skills, knowledge and understanding of literacy, numeracy and digital competency.
- Provide many and varied opportunities for pupils to develop their literacy, numeracy and digital skills.
- Promote a positive attitude to cross-curricular skills and ensure pupils understand the importance of cross-curricular skills
- Ensure that learning allows learners to develop the three cross-curricular skills set out in the new curriculum.
- Ensure that pupils make good progress in the development of their literacy, numeracy and digital skills.

## Baseline Testing and Monitoring:

All year 7 learners are baseline tested on entry with a suite of assessments that include STAR testing for Accelerated Reader (AR) and numeracy intervention as well as Cognitive Ability Tests (CATs). Learners' skills are monitored through Key Stage 3 via regular calendared cycle of personalised assessments and STAR tests.

## Literacy across the curriculum:

The English department has primary responsibility for delivering of literacy skills to all students at West Monmouth School. Literacy skills are applied, in a manner consistent with the teaching within the English department, in other subject areas when it is relevant and appropriate to do so. The main focus for West Monmouth School in terms of literacy is to develop all literacy skills for students, but in each academic year, there will be a specific focus on the development of one literacy broad area (for example, reading in 2023, writing in 2024, oracy in 2025).

The school has invested in Accelerated Reader (AR). This is a cross-curricular intervention focused on Key Stage 3 students. It is developed primarily by the literacy coordinator in conjunction with the Reading Manager and the Librarian and is supported across the school with 20 minutes of silent reading each day via a Drop Everything And Read (DEAR) programme.

Literacy skills are supported through an intervention programme supported by a team of 2 support staff linked with AR. This is tracked and monitored on a termly basis with new groups chosen as necessary. Literacy skills are also supported through literacy intervention within our ALN base for those with particularly low scores in relevant tests.

Literacy skills are supported across the curriculum by the development of literacy rich tasks which are highlighted in schemes of learning. The development of these tasks is supported by the literacy coordinator along with faculties and is quality assured as part of the school's evaluation cycle.

## Numeracy across the curriculum:

The mathematics department has primary responsibility for delivering numeracy skills to all students at West Monmouth School. Numeracy skills are applied, in a manner consistent with the teaching within the mathematics department, in other subject areas where it is relevant and appropriate to do so.

Numeracy skills are supported by form tutors who run the weekly Numeracy Ninjas activity with students, provided by our numeracy skills coordinator.

Each student at West Monmouth School has access to a Sparx Maths subscription to support the development of their numeracy skills.

Numeracy skills are supported through a strong intervention programme within the department and also via a dedicated teaching assistant who facilitates small group interventions. The numeracy skills coordinator makes purposeful use of STAR testing data to select appropriate groups of students for small group interventions. This is tracked and reviewed on a termly basis with new groups chosen as necessary.

Numeracy skills are supported across the curriculum by the development of numeracy rich tasks. The development of these tasks is supported by the numeracy coordinator along with faculties and is quality assured as part of the school's evaluation cycle.

## Digital Competency Framework:

The Digital Competency Framework is developed at West Monmouth School through a increasing capacity of access to digital technologies. Starting in 2022, all Y7 pupils have been allocated their own Chromebook on arrival. At present, all of Y7&8 have their own Chromebook and this roll out will continue. Digital skills and strategies are developed via our weekly practice worth sharing newsletter in which faculties share current good practice.

## Quality Assurance:

The school uses a number of systems to assure quality and share good practice in terms of the teaching, learning and assessment of literacy, numeracy and digital:

- Lesson observations – the school's lesson planning, observation and feedback forms all have specific sections which focus on literacy, numeracy and digital skills.
- Pupil trails/learning walks – some trails focus specifically on aspects of literacy, numeracy and digital skills.
- Work Scrutiny – specific sections on literacy, numeracy and digital skills.
- SOW Scrutiny
- The school and faculty improvement plans – have sections on literacy, numeracy and digital skills.
- SERs – section focusing on standards and provision for literacy, numeracy and digital skills.
- Faculty Meetings – sharing of good practice
- INSET workshops – sharing good practice
- Analysing assessment data

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