

Abbey Grange C of E Academy
P.Golding - Assistant Principal

RWCM Strategy

A member of

Reading, Writing, Communication & Maths Report January 2022

RWCM (Reading, Writing, Communication and Maths)

PRINCIPLES

The RWCM Policy is committed to and guided by the principles of: The principles concur in all respects with the objectives of both the school and Abbey Trust, in that we will create an environment where all staff are committed to raising the standards of RWCM across the whole school, as skills of RWCM are key for learning.

We will also ensure that our pupils develop the skills necessary to cope confidently not just at school, but beyond.

Aims

The aims of this policy are:

- To ensure that all teachers know how to develop, maintain and improve standards in RWCM across the school and that this is approached in a consistent manner.
- To support students' learning in all subjects by enabling teachers to be clear about the ways in which their work with students contributes to the development of RWCM skills, so that no opportunities for development of these are missed.
- To enable teachers to understand how they can support individual students to overcome any difficulties that they might have in acquiring skills of RWCM.
- To ensure a culture of joint practice development and effective CPD that enables staff to develop their understanding of how they can support the teaching of RWCM within their curriculum area.

POLICY Implementation

1.1 The English and Maths department, overseen by a member of the Leadership Team, will work together to ensure that the policy is implemented across the school. They will also ensure that the impact of the policy initiatives are monitored, making modifications where necessary.

1.2 Through effective leadership and management, we will ensure that resources are effectively distributed and used to enable staff to develop RWCM within their subject area.

1.3 We expect all teachers to consistently deliver a high quality of experience for all students within RWCM, to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.

1.4 It is recognised that the school must communicate effectively with parents/carers to encourage the use of strategies/skills that they have acquired, in order to develop these further.

1.5 It is recognised that we must provide pupils/students with a wide range of opportunities to develop their skills of RWCM, both inside and outside of the classroom.

1.6 We will ensure that students requiring intervention within the areas of RWCM are correctly identified either within a subject or across the curriculum and that interventions are consistently employed and that their impact is measured.

1.7 We will ensure that the teaching of RWCM is monitored through, for example, lesson observations, work scrutiny and learning walks.

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1.8 We will ensure that all teachers engage in professional development that supports and develops them as a teacher of RWCM.

2. Developing Reading across the Curriculum

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding as texts becomes more demanding.

2.1 Across the whole curriculum, teachers will provide activities for pupils to acquire knowledge and deepen understanding through reading, whilst also developing and consolidating the skills of reading.

2.2 All staff will be provided with a range of strategies that should be consistently applied in order to develop students' skills of reading.

2.3 Teachers will provide reading material of high quality which is appropriate for age and ability of the students. They should be conscious of the need to both challenge students, but also of the need to meet all students' individual needs.

2.4 Teachers should have a knowledge of students' abilities of Reading, using appropriate data such as KS2 reading scores, CATS verbal reasoning scores, or English GCSE results.

2.5 Students should be encouraged to read out loud using a variety of reading strategies. However, this must be informed by a knowledge of the pupils'/students' reading abilities.

2.6 The development of opportunities for reading for pleasure should be promoted throughout all areas of the curriculum and students actively encouraged through activities such as DEAR. Teachers must lead by example to highlight the importance of being a proficient reader.

2.7 Teachers must support both the promotion and development of reading within and beyond their curriculum area.

3 Developing Writing across the Curriculum

We aim to provide a consistent approach to writing in order to both recognise and reinforce students' language skills.

3.1 Across the curriculum, there will be opportunities to develop different types of writing. A cohesive approach will be encouraged by providing teachers with writing frameworks, in order to support students when writing for different purposes and audiences.

3.2 There will be opportunities embedded across all curriculum areas for students to develop a range of writing including sustained writing.

3.3 The whole school marking and feedback policy will be applied and all teachers will consistently apply this policy to mark for literacy.

3.4 Across all curriculum areas, students will have the opportunity to:

- Plan, draft, discuss and reflect on their writing, where appropriate
- Make notes in a variety of formats, e.g. thought showers, bullet points etc.
- Use a variety of feedback to support progress.

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3.5 Teachers will set writing tasks that have a clear purpose, are objective driven and are also appropriate for age and ability of the pupils/students. They should be conscious of the need to both challenge pupils/students, but also of the need to meet all students individual needs.

3.6 The use of dictionaries and thesauruses will be encouraged. Each curriculum area will specifically teach Tier 3 subject specific language as appropriate.

4. Developing Communication across the Curriculum

We will teach pupils to use spoken language precisely and coherently by developing Oracy skills.

Students should be able to listen to others and to respond and build on their ideas and views constructively.

4.1 We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

4.2 Across the whole curriculum, teachers will provide a variety of different activities to develop communication skills. They should be conscious of the need to both challenge students, but also of the need to meet all students individual needs.

4.3 Teachers will share assessment objectives when specifically developing communication skills. Suggested criteria will be made available to departments in order that a coherent, whole school approach can be applied.

4.4 CPD will continue to be offered to all teachers on the promotion of communication skills. Whole school CPD will regularly have an Oracy focus.

5 Developing Mathematics across the Curriculum

It is important that we provide for co-ordination across subjects to recognise and reinforce students' Mathematical skills. Mathematical skills go beyond basic arithmetic. They involve developing confidence and competence with numbers and measures, include an ability to problem solve in a range of contexts, and include an understanding of how data is gathered and represented.

6.1 Across the curriculum, there will be different opportunities to develop students' mathematical skills and opportunities will not be missed, but approached in a consistent manner. Teachers should be conscious of the need to both challenge students, but also of the need to meet all students' individual needs.

6.2 The Numeracy coordinator will promote a coherent approach to the development of Mathematical skills and will have an overall understanding of where specific mathematical skills are being taught or applied in other subjects.

6.3 Across all curriculum areas, teachers should ensure that they are familiar with correct mathematical language, notation, conventions and techniques that relate to their own curriculum areas and encourage students to use these correctly. Students will be encouraged to develop Mathematical vocabulary across all subject areas, where appropriate, and a Mathematical wordle of terms will be displayed in each teaching room to encourage this.

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6.4 We expect that all students will bring their own scientific calculator to lessons when required. Teachers should encourage students to use mental techniques where and when appropriate.

7 Promoting and Evaluating the Policy

7.1 This will be achieved and supported by:

- A firm commitment to improving RWCM skills for individuals, departments, the school and the wider community.
- The use of mechanisms for continuing professional development within the area of RWCM (courses, INSET, training etc.)
- Both formal and informal monitoring systems and sharing of good practice which are already in place through areas such as learning walks, lesson observations; work scrutiny, and pupil/student voice.