



## TEACHING AND LEARNING POLICY

### Document Control Information

Version	DATE	DESCRIPTION
1	15/09/2020	Amalgamation of various policies (10/11/32/41/42) into one overarching policy, updated to reflect current practice
2	03/12/2021	Replace Remote Learning Policy with Remote Education Information for Parents. Update logo.

<b>Reviewed</b>	03/12/2021
<b>Responsibility</b>	Iain Thomas
<b>Committee</b>	Teaching and Learning
<b>Review Date</b>	09/2022
<b>Signed</b>	Jim Mathieson

## **Introduction**

At Foundry College we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

We believe that quality first teaching supports effective learning and that is what we strive for in every lesson. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

## **Aims and Objectives**

**Our college vision statement underpins all our policies creating a safe, respectful learning environment for all.**

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to thrive in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life

This Teaching and Learning Policy is intended to promote consistency of high standards and the achievement of the college aims.

Our Teaching and Learning Policy aims to ensure that the students are provided with high quality learning experiences that lead to a consistently high level of progress and achievement.

The policy aims to ensure that all Foundry College's stakeholders are aware of, understand and commit to our approach to Teaching and Learning and how it impacts children's academic learning and social and emotional development

We are committed to providing a high quality education experience that inspires every student to acquire the knowledge, life skills, emotional competencies and experience necessary, both inside and outside the traditional classroom environment and return to mainstream education where possible, with a positive attitude to learning.

Through this policy we aim to ensure that we teach lessons, through which we:

- develop key skills in reading, writing, communication, numeracy and science
- enable students to make significant progress from the point of entry to the point of moving on
- motivate students to explore individually or collaboratively, in an environment that promotes curiosity
- challenge students and offer them support and opportunities to develop their intrinsic ability to become lifelong learners by switching them back on to learning, through engaging creatively with them
- provide effective feedback and engage in meaningful learning dialogue with the students "in the moment" as they learn to develop pride in achievement and a desire to succeed
- encourage students to think and work independently, providing opportunities for research and action learning developing them into independent young people who are confident, flexible and able to cooperate with others
- develop attitudes which promote understanding and sensitivity towards the values and attitudes of others
- encourage students to understand the opportunities and constraints that shape people's lives and in particular will shape their own lives

- encourage a positive, resilient, confident and enthusiastic attitude by modelling a positive, confident and enthusiastic attitude
- develop students' abilities to construct reasoned debate which lead to informed judgements
- develop students' social, moral, spiritual and cultural understanding
- build effective links between the college, the student's home and the community which promote aspiration and high expectations

## **CURRICULUM**

We are an inclusive college. Our aim is that our curriculum is appropriate for the needs of all students. We plan our curriculum and teaching to provide opportunities for every student to attain the highest level of personal achievement, taking into account their individual needs.

We recognise that social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn and ongoing positive relationships and conduct depend upon social and emotional wellbeing. At Foundry College, health and wellbeing across learning is a responsibility for all, with social and academic learning merged across the curriculum.

Discrete teaching opportunities that support emotional and social competence and wellbeing have a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion and improvements to mental health.

The Foundry College day begins with a 'tutor/mentoring period' which includes breakfast and the morning 'mentoring' session. This not only ensures that the student's basic needs are met but also helps to build the Foundry family and develop their SMSC experience. This fulfils the student's need to belong and feel significant as well as building trust and setting a positive tone for learning. We strongly believe that an environment that enhances competence and wellbeing is one that also fosters warm relationships, encourages participation, develops student autonomy and has high expectations and insists on positive conduct

All students follow a weekly mentoring program which at secondary level is based around "AQA PSE". Primary students follow "Jigsaw", the mindful approach to PSHE, encompassing emotional literacy, social skills and spiritual development.

### **At Foundry College, we aim to deliver a relevant, broad and balanced curriculum which:**

- recognises and values the qualities and abilities of each individual
- promotes the social, moral, cultural, emotional, academic and physical development of each student
- prepares our students for the opportunities, responsibilities and experiences of life post 16, by becoming successful learners, confident individuals, effective contributors and responsible citizens

### **The Foundry College curriculum provides opportunities for each student to:**

- develop literacy, numeracy, ICT and oracy skills
- develop self-confidence and self esteem
- develop emotional literacy skills
- develop social skills
- experience and develop "Cultural Capital" – the essential knowledge that they need to be educated citizens
- develop cooperative skills and a mutual respect for the needs and rights of others
- develop leadership skills
- be self-disciplined and resilient

- develop intellectual challenge and become an independent worker
- develop high expectations and pride in their work
- acquire the knowledge and skills relevant to adult life, employment and constructive leisure time
- develop creative and practical skills and interests
- have access to appropriate learning experiences, which will ensure that, where appropriate, reintegration into mainstream education remains a possibility

We recognise that the core skills of reading and writing underpin success in learning across all stages of the curriculum. Our curriculum provision and delivery are designed to develop in learners:

- excellent phonic knowledge and skills
- fluency and accuracy in reading across a wide range of contexts throughout the curriculum
- knowledge of an extensive and rich vocabulary
- an excellent comprehension of texts
- the motivation to read both for study and for pleasure
- extensive knowledge through having read a rich and varied range of texts
- the ability to write fluently and with interesting detail on a number of topics throughout the curriculum
- a vivid imagination which makes readers engage with and enjoy their writing
- a highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- well-organised and structured writing, including a variety of sentence structures
- excellent transcription skills that ensure their writing is well presented, spelt and punctuated
- literacy for everyday life Eg: form filling, letter writing

**In providing such experiences, the staff at Foundry College will:**

- be aware of the role models which they themselves provide for the students
- value the home lifestyle, culture and circumstances pertaining to the individual student
- encourage Parents/Carers and other community members to share in the life of the 'Foundry Family'
- ensure that cross-curricular links are utilised to strengthen the understanding of key concepts
- ensure that the curriculum will be suitably differentiated and of high quality for all students
- provide opportunities for students to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge
- encourage students to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship
- teach students to appreciate their own cultural traditions, including British Values and the diversity and richness of other cultures
- support the curriculum with a range of external activities, trips and visits by external speakers
- ensure that students' performance within the curriculum will be properly assessed in accordance with College's policies
- ensure that teaching meets the students' SEND needs in line with the SEND policy

**The Headteacher and Senior Leadership Team will:**

- ensure that all the policies related to teaching and learning (Eg: Literacy, CEIAG, Marking, Assessment) are in place and reflect current practice
- ensure where possible that staff use their individual skills and expertise to provide breadth and depth to the curriculum
- make available appropriate resources, from the College's delegated budget in support of the curriculum
- monitor the quality of teaching and learning and ensure that high quality training for teaching staff is made available to secure high quality teaching and learning where required
- ensure that College's achievements within the curriculum will be reported to Parent/Carers as required by the Colleges reporting policy
- ensure that the curriculum is enhanced by additional learning experiences such as work experience, link courses at FE college, challenge days and residential experiences where appropriate
- where onsite teaching is not possible ensure that the same high quality standards of teaching and learning are utilised through online learning tools

**Role of Management Committee**

Our Management Committee determine, support, monitor and review the college's policies on teaching and learning. In particular they will:

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor how effective teaching and learning strategies are in terms of raising student attainment
- ensure that the college buildings and premises are effective in supporting successful teaching and learning
- ensure that staff development and appraisal policies promote good quality teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor the effectiveness of the Teaching and Learning Policy through the college self-review processes, including the Headteacher's termly reports, the CIP/SEF and the work of the sub committees

## PRIMARY CURRICULUM STATEMENT

### 1. Introduction

Foundry College's Primary Curriculum is broad, balanced, relevant and challenging. It reflects the needs, interests and abilities of our students. It meets the requirements of the National Curriculum, using the Chris Quigley School Essentials, which allows for a creative approach to learning. We recognise that some children require a period of stability, allowing them to acquire skills for learning and self-regulation strategies. Our teaching methods recognise the need for students to acquire essential characteristics of good learners, such as independence, resilience and reflectivity. This is achieved by including areas such as Personal and Social Development and Health Education and by placing an appropriate emphasis on the development of communication, in its widest sense, across the curriculum.

### 2. Organisation and Planning

All students follow an induction process to produce baseline assessment material which provides students with a personalised learning journey, ensuring that their time at Foundry College supports their educational and emotional needs. We use a range of assessment tools to inform teaching:

- GL Assessment Spelling and Reading
- Lexia – Literacy and Reading
- Salford / Vernon
- ARE Assessments (eg Twinkl, Math's Seeds)

These assessments, which are repeated termly, allow teachers to formulate individual learning plans, and set specific, measureable, achievable and realistic targets.

### 3. Curriculum

At Foundry College, we believe that subject knowledge is not always learned in isolation and teaching therefore combines curricular areas linked together by a common topic to strengthen understanding of key concepts. Where subjects are taught in isolation, links are drawn out and emphasized. Both methods enable students to apply knowledge, skills and understanding taught in one context to a new area, thereby encouraging students to become more reflective in their learning and develop their problem solving skills.

Core Curriculum	Topic Based Curriculum	Example Topics
English	ICT	Space and Beyond
Mathematics	History	Achievements and Legacies
Science	Geography	Rainforests, Earthquake, Zones and Volcanoes
Religious Education	Art	Australia
PSHE	Design and Technology	Artbot and other electronic challenges
PE	Music	Eurovision

Modern Foreign Language		Pirates
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### **English & Mathematics**

English (literacy) and Mathematics (numeracy) are taught both as discrete subjects and cross curricular. Phonics, guided reading and focused sentence level work may be taught outside the normal English lesson. English and Mathematics are at the heart of curriculum planning so that subject matter from other curriculum areas are available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English and Mathematics.

### **Information & Communication Technology**

ICT is used and taught in a variety of ways. Specific ICT skills are taught in discrete ICT lessons, however, the majority of ICT teaching takes place using a cross curricular approach.

### **History and Geography**

History and Geography are taught mostly through topics (see above) using a cross curricular theme-based approach. These subjects allow children to consolidate basic skills learnt in English and Mathematics and where possible, cross-curricular links are also made with Art and Design Technology.

### **Science**

Science is delivered through discrete weekly lessons by a specialist as well as being part of a theme (Eg: Space and Beyond) where appropriate. Investigation skills are a key part of the science curriculum and are given a high priority in lessons.

### **PSHE/RSE**

The Jigsaw Scheme for learning is used to deliver an age appropriate PSHE (Personal, social, health and economic education) and SRE (Relationships and Sex education) in which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. We provide opportunities for students to develop an awareness of themselves and others as individuals thus promoting mutual respect and understanding.

### **Religious Education**

During morning scaling and whole college assemblies, we aim to promote spiritual awareness and to develop personal responses to issues regarding beliefs, attitudes and values. Students have the opportunity to experience the rich variety of cultures that make up our society through discreet learning opportunities which allow them to:

- gain insights into the customs and beliefs of the major world religions
- explore the role played by features common to many religions e.g. religious texts, stories, places of worship and celebrations
- contemplate and discuss moral and philosophical issues including P4C opportunities

### **Art / DT**

Art and DT is taught as part of a cross-curriculum approach, focused on developing a progression of artistic skills whilst learning more about their topics. For example, studying Aboriginal art during an Australia topic and recreating 3D models of famous Australian landmarks.

### **Music / Modern Foreign Languages**

These subjects are taught within the context of a topic, to make experiences more meaningful and to provide children with a real context for learning.

### **PE**

Weekly provision is based on the individual needs of our students and includes ball control skills, team games and racquet sports.

## **SECONDARY CURRICULUM STATEMENT**

### **1. Introduction**

The academic curriculum at Foundry College intends to promote learning and personal growth. It includes not only the formal requirements, but also a range of vocational, placement and cultural activities that the College organises, both onsite and with outside agencies, in order to enrich the experience and address the challenges faced by the students. We aim to teach the students positive, responsible attitudes developing knowledge, including social and basic life skills, so that they may become contributory members of the extended community.

### **2. Organisation and Planning**

Individual subject plans provide an overview of aims and objectives and programmes of study, with particular consideration to addressing the needs of young people with social, emotional and mental health difficulties in a diverse society. Long term as well as medium term plans are reviewed regularly in line with current curriculum changes and the changing needs of the college population.

### **3. Qualifications on offer through the College 2020-2021**

<b>Subject</b>	<b>Exam Board</b>	<b>Qualification</b>
Functional Skills English	Edexcel/Pearson	Entry Level, Level 1 & 2
English Language	AQA & Cambridge	GCSE & IGCSE
English Literature	AQA/Edexcel	GCSE
Functional Skills Mathematics	Edexcel/Pearson	Entry Level, Level 1 & 2
Mathematics	Edexcel/Pearson	GCSE & IGCSE
Core (Double Award) Science	AQA	GCSE
Biology / Human Biology	AQA/ Edexcel/Pearson	GCSE/IGCSE
Chemistry	AQA	GCSE
Physics	AQA	GCSE
History	Edexcel/Pearson	GCSE
Geography	OCR	GCSE
Cookery	NCFE	Level 1 & 2
Functional Skills ICT	Edexcel/Pearson	Level 1 & 2
PSE	AQA	Entry Level, Level 1 & 2
Sport	OCR	Level 1 & 2
Business and Enterprise	NCFE	Level 1 & 2
Travel and Tourism	NCFE	Level 1 & 2
Health and Social Care	Edexcel/Pearson	GCSE
Media	AQA	GCSE
Occupational Studies in the Workplace	NCFE	NCFE Level 1 & 2
Beauty Therapy	CITY & GUILDS	Level 1
Vehicle Maintenance and Repair Diploma	CITY & GUILDS	Level 1 & 2
Vehicle Maintenance and Repair Certificate	CITY & GUILDS	Level 1 & 2
Construction	CITY & GUILDS	BTEC/City & Guilds Level 1



At Foundry College we plan our curriculum carefully to meet the needs and aspirations of our students. This applies to the curriculum overall and the programmes of study for individual subjects.

We aim to equip students with the knowledge, skills and understanding to succeed in their studies and school and to prepare them as well as we can to take the next steps in learning and to become young citizens able to thrive once they have left school.

In Years 7 and 8 we give students a rich experience that:

- builds on their learning and achievement in primary school;
- enables them to continue to progress at a good rate;
- allows them to catch up if they have fallen behind in the acquisition of basic skills;
- provides a solid basis for the next steps of learning and achievement; and
- supports the development of positive personal attributes and learning behaviours.

In Year 9 we build on the students' achievements at the end of Year 8, provide a rich experience in its own right, and lay solid foundations for success in public examinations at the end of Year 11 and beyond.

We ensure that students follow a curriculum that:

- is broad, balanced and relevant to their future needs and interests;
- retains a focus on the acquisition of basic skills;
- revisits key concepts regularly so that essential knowledge, skills and understanding are embedded in learners;
- makes explicit connections between concepts in individual subjects and across subjects to promote deep learning;
- challenges and engages students, and develops their interest in the study of subjects for their own sake; and
- continues to support the development of positive personal attributes and behaviours.

In Years 10 and 11 we take account of students' increasing maturity as individuals and learners, build on the basis of students' achievements at the end of Year 9, and:

- increase the depth and breadth of their knowledge, skills and understanding both of individual subjects and, where relevant, across subjects;
- ensure that they are well prepared for public examinations,
- enable them to acquire an increasingly sophisticated understanding of the world;
- give them worthwhile insights into careers and the world of work;
- prepare them effectively for the next stage of study, training or employment with training; and
- continue to support the development of positive personal attributes and behaviours.

Leaders and teachers ensure this happens by:

- planning the overall curriculum and the individual lessons taught carefully;
- assuring the quality of teaching in the school through monitoring, evaluation, feedback and ongoing professional development;
- assessing students' progress accurately;
- intervening to secure better progress by students where necessary; and, crucially,
- maintaining a sense of optimism and belief in the key role of education in transforming students' life chances.

## **TEACHING AND LEARNING**

Effective teaching focuses on motivating children and building on their skills, knowledge and understanding of the curriculum. A wide range of resources are used to provide well-balanced and broad curriculum planning.

We believe students learn effectively when the teacher provides:

- well planned learning opportunities
- innovative teaching
- learning objectives which are shared with and understood by the students
- clear expectations of the outcomes that students are expected to achieve by the end of the session
- success criteria that both teachers and students can use to assess learning and Impact of the lesson
- lessons where each student's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- an environment where students are prepared to take risks
- opportunities to review and reflect on the learning
- developmental feedback and constructive criticism of a student's work
- open-ended, thought provoking, challenging questions of the students
- thinking time before answering questions
- support for the learning of students with differing abilities
- a planned program of educational visits and speakers to reinforce and stimulate learning
- lessons where each student's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference

Teaching is based on our knowledge of each student's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that tasks are set appropriate to each student's level or ability. When planning work, we give due regard to information and targets contained in the children's Learning Passports.

We have high expectations of and aspirations for all students.

All teachers work hard to establish positive working relationships with their students. We treat students fairly and give them equal opportunity to take part in class activities. All teachers follow the college policy with regard to behaviour and classroom management. We praise and reward students for good effort and, by so doing, help to build positive attitudes towards college and learning in general.

Learning and Behaviour Support Assistants and other adult helpers are utilized in a variety of ways. Sometimes they work with individual students and sometimes they work with small groups. Learning and Behaviour Support Assistants and other adults are also fully involved in the delivery of support programs such as Interventions, both in and out of the college day.

In line with Foundry College's CPD Policy, all staff are encouraged to reflect on their strengths and weaknesses and plan their professional development needs accordingly. Foundry College actively supports the professional development of staff as this in turn will lead to raising standards, improved outcomes for students and College improvement.

**PLANNING**

All teaching staff have long term programmes of study and short term lesson plans. These outline what is to be taught and how. They include plans for differentiation and teaching approaches which target a range of learning styles (Visual/Auditory/Kinaesthetic). Planning is audited regularly by the Deputy Head (Raising Standards).

**HOMEWORK**

Is to be used with students where it is relevant, meaningful and set for a purpose.

- Not be used regularly for “finishing off” class work. This places a heavy burden on some students and too light a demand on others.
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities.
- Be manageable for pupils in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed
- Be manageable for staff in terms of marking
- Be varied.

Suggestions include:-

- Writing assignments.
- Learning assignments. (Where students may be asked to learn a piece of work, practice a skill, recall knowledge)
- Preparing an oral presentation.
- Reading in preparation for a future lesson.
- Finding out information/researching a project.
- Using a specific website. (E.G Mymaths, GCSE POD)
- Revision activities in preparation for examinations.
- Reading for pleasure.

**Remote education provision: (further details are within the Remote Education Provision Information for Parents)****What should students expect from immediate remote education in the first day or two of students being sent home?**

Where possible, we will switch to full remote learning (including live teaching) straightaway. All students are provided with an email address when they start their provision at Foundry College which enables them to access Microsoft Teams.

**How will the School assess students’ work and progress?****The School will use a variety of approaches to assess and feed back on students’ work, including:**

- marking tasks set in class and for homework
- on-line quizzes
- self-marking, with marking criteria/answers provided by the teacher
- via the ‘assignment’ tab on Microsoft Teams, where work is uploaded and graded by the teacher
- live interaction during the lesson between the teacher and students, for example using “one-note” or the “chat” function, and verbal feedback

**TARGET SETTING**

Challenging targets are set in all subject areas and are based on a range of data including in college assessment and external assessment that are reviewed in education reviews every six weeks. We use ‘P Steps’ to assess progress in the primary section.

**All exercise books and / or folders will have the target level clearly written on the front inside cover.**

## **ASSESSMENT AND MARKING**

We believe that marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading correcting and improving their work – all help teachers understand what pupils can do and is the strongest form of feedback we can give. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Assessment is a diagnostic, formative and summative process that falls into two main categories.

**Assessment of Learning** is summative assessment, at the end of a topic or unit of work which enables teachers to assign a grade or level to a student. Final examinations are a key form of this kind of summative assessment. Assessment of learning measures learning rather than facilitates it. **We at Foundry College will complete at least one formal ‘Assessment of Learning’ every half term and will complete written feedback both in student books and in education reviews.** Procedures for assessment of learning are found in Appendix 1.

**Assessment for Learning** is formative and provides guidance for students about how they can improve. Assessment for learning should take place in every lesson in some form, informing teachers and students how learning has progressed and what needs to be addressed next lesson. It is integral to every lesson and this policy and the procedures contained in the appendices reinforce the responsibility of teachers to consider not “what am I teaching and what will students do” but “what will the students learn and how will I know they have”. **We at Foundry College (due to the nature of small class sizes), will feedback on work with students within every lesson (either verbally or written) and make corrections and improvements where needed with the student.**

**Assessment and Marking of Literacy across the curriculum** is a whole college responsibility. Procedures for teachers can be found in found in **Appendix 1**.

## **Parent/Carers**

We believe that Parent/Carers have a fundamental role to play in helping their children to learn. We work hard to inform and support Parent/Carers in how they can help further their children’s learning and confidence at school. Six weekly review meetings with teachers are held to discuss progress and strategies for further improvement.

As students begin at Foundry College they follow our induction process which gradually introduces the student to their new teachers, class and to the sort of experiences they will be having. Parent/Carers are provided with important information and meet with senior staff and the Headteacher. Parent/Carers can share any concerns they may have.

Parent/Carers receive reports throughout the academic year at educational reviews. These outline the student’s achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parent/Carers may discuss any concerns they have with teachers at any time.

Parent/Carers are responsible for ensuring that their child attends regularly. Holidays during term time should be avoided as these interrupt progress; they miss important work and may fall behind. Parent/Carers are asked to inform the college of any absence on the first day so that we know that they are safe at home.

In the event that a student needs to stay at home in self-isolation due to Covid-19 restrictions, home learning will be arranged using Microsoft TEAMS and other resources as necessary (please see the remote learning policy).

### **Monitoring the Impact of Assessment and Marking**

The monitoring and evaluation of assessment and marking practice is the responsibility of the Headteacher and the SLT. Subject teachers must ensure they follow this guidance and the attached appendix within their subject area.

## **LITERACY**

At Foundry College our language curriculum revolves largely around the teaching of basic skills to enable all children to read fluently, write imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. We have dedicated reading time in lessons and mentoring to promote reading.

Writing ability is promoted by providing opportunities for self-expression, as well as by teaching specific grammatical text, spelling techniques and correct letter formation and handwriting skills. Students are introduced to a variety of text including poetry and are encouraged to develop speaking and listening skills through discussion, debate and drama (through lessons, external & online productions).

Examinations demand high levels of literacy and it is those students who are literate who are more likely to achieve higher standards of attainment in public examinations due to the increasing emphasis on spelling, punctuation and grammar (SPaG) in all public examinations. The more independent styles of learning can only be accessed where literacy levels are high. These styles of learning promote confidence and also assist in examinations where extended writing is required.

All staff are teachers of reading, writing and communication and share a crucial role in supporting students' literacy development. All students have the right to be taught how to improve their skills. Raising standards in literacy is a College-wide key priority, and a core element of our mission.

### **Aims**

- To assist in raising the profile of literacy within the college.
- To outline our high expectations of both ourselves and of our students, in order to improve standards of literacy.
- To recognise that spoken and written language is central to our students' growth as learners and as human beings it is vital for self-expression, self-confidence and success.
- To help raise levels of literacy by encouraging all students to develop their skills in reading, writing, speaking and listening skills.
- To develop an effective use of these skills appropriate to a variety of contexts and audiences.
- To value the languages and communication skills which students bring to the college and to use these as a starting point for learning.
- To provide structured support for individuals who are experiencing difficulties in any area of literacy.
- To support students' learning by sharing and using practices which will help students improve their literacy and communication skills across the curriculum.
- To seek opportunities for working across the curriculum, making links between the literacy skills needed for each subject area.
- To increase our own knowledge and understanding of our students' standards of achievement in literacy, and continue to identify and address those areas still in need of improvement.

- To nurture our youngest or most vulnerable students to develop their confidence in all aspects of literacy, in order to equip them with the foundation skills in order to become successful learners across the curriculum.

## **Ways of Promoting Literacy across the Curriculum**

Each individual has strengths and weaknesses which may be highlighted in the different areas of literacy; speaking, listening, reading and writing.

### **1. General Practice**

- Value the opinions and ideas of all students.
- Involve students in the progress of their literacy development by providing regular feedback.
- Inform students of the purpose of any speaking and listening, reading or writing task that they do.
- Make texts in all subjects accessible to all students.
- Introduce students explicitly to subject specific terminology.
- Where appropriate, offer students frameworks to support extended writing tasks.

### **2. Speaking and Listening**

It is important to develop students' skills in this area so that they are able to explain their thinking, rehearse ideas for writing and listen with understanding, responding sensitively. This will be achieved through:

- Using Standard English in talk and academic language in the classroom, so that students have a model of this to help them to express their ideas clearly in formal English (and writing).
- Providing planned opportunities in lessons for students to listen actively and demonstrate understanding through an appropriate response. Teachers will take into account the demands on concentration and ensure students are not required to listen for unrealistic lengths of time.
- Using a variety of teaching strategies so that students talk together, with a partner or group, to share and develop ideas, solve problems and arrive at an agreed viewpoint. In planning for talk we will consider pace and timing so that purposeful talk is maintained.
- We will endeavour to ensure a wide range of activities take place, for example: we will link to emotional wellbeing by encouraging students to talk about thoughts and feelings in response to a visual stimulus: exploring and describing events, activities and problems; reporting back to an audience to consolidate ideas and understanding; generating questions as well as answering them; speculating, hypothesizing, imagining and generating creative solutions or ideas; evaluating experiences and reflecting on learning; talking at length and adopting the 'expert' role.

### **3. Reading**

We want our students to experience rich & enjoyable reading experiences within the classroom and beyond.

- A baseline will be taken of each student's reading age through a standardised reading test and intervention will take place to tackle lower reading ages. There is allocated time in the timetable for students to read. A range of staff support this so students see that reading is embedded in all subjects and with all staff.
- Creating a reading culture which fosters reading, so students become independent readers who make informed and appropriate choices about what they read. During mentoring, reading books

will be introduced and staff members will model reading for pleasure and share their recommendations explicitly through display and conversations with students about reading.

- All staff will encourage reading in quiet spaces and offer the opportunity to read a range of fiction and non-fiction texts in traditional book format. We will also offer students the opportunity to use non-traditional reading materials through audio and e-readers. Opportunities should be in place for students to share their recommendations for reading with their peers. We will offer students the chance to read aloud and to practise their reading skills in lesson time, when the opportunities arise.
- Provide a range of strategies to enable students to gain meaning from a text, e.g. text marking, close procedures, re-ordering of text sequencing.
- We will ensure lessons in every subject area regularly offer challenging and active reading tasks, which develop the students' skills and lead to the development of higher order thinking.
- Encourage students to read for information and understanding as well as eliciting students' existing knowledge about a topic before reading.
- Teach the skills of reading graphics within texts; of interpretation of graphs, diagrams etc. and the relationship between these and the text.
- Provide opportunities for extended reading, as well as close reading, skimming and scanning.
- All curriculum areas will provide opportunities for non-fiction reading and writing (providing vocabulary support, using summarising skills and giving students the opportunity to write extended texts).

#### 4. Writing

We want our students to develop increasing confidence and competence in writing. Writing is not the sole responsibility of the English department. This skill will be taught across all Key Stages and curriculum areas, developing writing appropriate to the subject and for different purposes.

- Students should be given the opportunity to improve their ability to write in sentences in all subject areas. They will then develop the skills needed to produce detailed and well-structured extended writing. Each half term students should be given the opportunity to produce a piece of extended writing in all subject areas.
- Students should be given the opportunity to write texts of an appropriate length, which stay 'on-purpose', are well-structured and develop ideas in detail. Writing frames will be used where necessary to help students develop the skills needed to plan and structure extended writing.
- Students will be given the opportunity to improve their use of connectives and subject specific vocabulary, using a variety of approaches, including display and interactive techniques.
- All departments will contribute to improving the use of accurate sentence grammar, spelling and punctuation. All staff will ensure that PowerPoint presentations and other resources students read provide an accurate model of literacy, ensuring these are 'proof read'.
- Selected pieces of writing will be marked for accuracy across the curriculum, with some errors highlighted and targets set (in line with the marking policy). **N.B. It is important that only key errors are highlighted, as correcting every inaccuracy can be demotivating and provide too much information to process.**

## Promoting Literacy Development through ICT

ICT can support student language and literacy in some specific ways.

- Word processing programmes help the surface features of writing – neat text, spelling and presentation – allowing the student to concentrate on their ideas and giving them pride in their work.
- Desktop publishing means that students can produce brochures, newspapers and books, which can encourage writing.
- Audio and graphics can support the reading of texts along with eBooks.
- Regular use of the internet to improve students' research and reading skills in all forms of media including books.
- Internet sites dealing with key literary texts provide extra resources.
- Texts that exist on the computer can offer an opportunity to read in a new way.

## Whole College Strategies

- Tasks, where the focus is Literacy development and consolidation, must be highlighted in schemes of work and lesson planning.
- The Literacy Coordinator will meet regularly with the SENCo and Raising Standards Intervention Leader to evaluate and develop college practice.
- Staff will receive training to refresh and update practice on Key Priorities.

## NUMERACY

### A current definition of numeracy

'Numeracy is a proficiency which is developed mainly in mathematics **but also in other subjects**. It is more than an ability to do basic arithmetic, it involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.'  
(Framework for Teaching Mathematics – yrs 7 to 9 – DfES)

Foundry College is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum as well as develop the skills necessary to cope confidently with the demands of further education, employment and adult life.

Much of the classwork involves practical tasks, games and activities designed to build an understanding that Mathematics is involved with real things and is very much part of the real world. Mental mathematical skills and the ability to solve problems in a 'real life' context are given particular importance.

As students' progress through the college, they will be given more demanding challenges according to their level of ability. The philosophy is to provide as much support as possible for those who need it most, whilst giving independence and freedom to explore and to meet higher challenges to those who are ready for this. The progress of the children is monitored and reviewed on a regular basis.

Although assessment is a constant part of the learning process, there is a nationally accepted series of formal and annual assessments which are used to provide evidence of the students'



levels of achievement. These assessments are used to provide valuable information about how students are progressing for their Education Reviews.

We are always keen that students are encouraged at home to develop their skills and any efforts made to encourage and develop these areas in particular will be of great benefit to their progress.

The Mathematical Association recommend that teachers of Mathematics and teachers of other subjects co-operate on agreed strategies.

In particular, teachers of mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects
- provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups
- through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas
- seek opportunities to use topics and examination questions from other subjects in mathematics lessons

Teachers of subjects other than mathematics will:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly
- be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons
- have opportunities in every lesson to develop students numeracy skills

## **Areas of Collaboration**

### **Mental Arithmetic Techniques**

Staff training should take place on the variety of arithmetical techniques used by students. There is an acceptance that students are able to tackle the same questions with a variety of methods. These approaches rely on mixing skills, ideas and facts; this is done by students drawing on their personal preferences and the particular question. All departments should give every encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.

The following are all important aspects in helping students with the technical vocabulary of Mathematics:

- using a variety of words that have the same meaning e.g. add, plus, sum
- encouraging students to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times
- discussion about words that have different meanings in Mathematics from everyday life e.g. take away, volume, product etc
- highlighting word sources e.g. quad means 4, lateral means side so that students can use them to help remember meanings

This applies to both prefixes and suffixes to words. Students should become confident that they know what a word means so that they can follow the instructions in a given question or interpret a

mathematical problem. The instant recall of vocabulary and meanings can be improved through flash card activities in starters.

For example a student reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in their ability to answer the question.

### **Monitoring the Impact of Literacy and Numeracy**

The Headteacher and the Senior Leadership Team will include monitoring of Literacy and Numeracy across the curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy and numeracy into planning, monitoring of assessment opportunities and the quality of delivery of literacy and numeracy activities within lessons.

The Literacy Coordinator and Numeracy Coordinator will oversee the implementation and development of the policy and provide training for staff as well as bespoke support for departments. They will report to the Senior Leadership Team on the progress of these strategy across the curriculum.

## **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)**

### **Intent**

Careers education, information and guidance allows students to be supported in important decisions that will affect their future and provides them with a wealth of information to help them make an educated choice. According to the Careers and Enterprise Company, schools which enhance their careers provision in guidance with the Gatsby Benchmarks see higher school engagement from students, higher self-esteem in students, and better overall attainment for students, as they have a clear goal in mind, and a path of how they are going to reach it. All students at Foundry College will have access to such information, advice and guidance, and will leave with key employability and enterprise skills, which will be hugely beneficial to them in applying for college, universities, apprenticeships, or employment. Our aim is for every student to have suitable aspirations and be inspired to achieve their goals in the future. It is with these objectives that our CEIAG programme has been developed, whilst working towards successfully meeting the eight Gatsby Benchmarks.

Careers guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

CEIAG across the college will inform and enhance:

- self-development – better understand themselves and the influences on them
- career exploration – research opportunities in learning and employment
- career experience – successful completion of a work experience placement
- career management – devise a personal action plan; evaluate and adapt action plans to manage change and transition

### **Implementation**

Foundry College endeavours to follow the guidance in The National Framework for CEG 11 - 19 in England, the National Curriculum programmes of study for PSHE and Citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4, through both a blended and discrete curriculum including AQA Personal and Social Education, NCFE Business and Enterprise, NCFE Occupational Studies and work experience placements. The CEIAG programme is designed to meet the collective and individual needs of the students at Foundry College, therefore the programme is

differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **Over-arching Principles**

- Achieving economic well-being
- Developing employability skills
- Developing independent learning skills
- Promoting social mobility
- Raising student's aspirations and expectations
- Supporting life-long learning

The CEIAG programme includes careers education lessons through a NCFE and AQA qualification, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, vocational college placements, placements of work experience and action planning for the future. Other CEIAG events include college trips or sign-posting to Wokingham Careers Fair, Wokingham Apprenticeships Fair, College Open Events and Taster Days.

All staff are expected to contribute to the careers programme through their roles as tutors, mentors and subject teachers. The CEIAG programme includes NCFE Business and Enterprise being delivered by the Moving-On Coordinator (MOC). Careers education is planned, monitored and evaluated by the MOC in consultation with outside agencies such as Adviza, whose personal advisers provide qualified and impartial careers information, advice and guidance. Careers information is regularly updated on the college notice board, which is maintained by the MOC.

Teaching staff contribute to the delivery of CEIAG through:

- the delivery of compulsory reviews with dedicated tutors and Moving on Coordinator, which include Career Planning and regular sessions that address College Values, Equality Diversity and Community Cohesion and Study Skills
- support for learners in preparing Individual Learning Plans (ILP) alongside a Transition Plan and to ensure that learners are aware, monitor and review their individual targets and target setting
- employability skills identified, embedded and demonstrated in all learners' main vocational qualifications
- Mathematics and English, literacy and numeracy, are taught and embedded throughout the duration of learners' programme
- ensuring that learners participate in careers events and industry days

### **Key Stage 4 Provision**

- work experience placement which focuses on students' future career aspirations where possible, allowing learning about work through the experience of work
- Careers Fairs in and out of the normal college day are either signposted or visited
- College presentations
- careers interview for every Year 11 student
- information on college open day arrangements
- support with completing College application forms and access to computers for on-line registration
- mock interviews, where deemed advantageous
- supported CV and personal statement sessions within the English curriculum

- close monitoring of, and additional support for, vulnerable students

### **Impact for students**

- Enhanced self-knowledge, career management and employability skills
- Familiarity with ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through a work placement
- Direct access to employers, colleges and training providers
- Guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements and preparation for interview
- Informed about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

### **Destinations**

The Moving on Coordinator is responsible for learners' data capture and destination of learners. This information is tracked annually and effectively triangulated.

### **Monitoring of CEIAG**

Data on the current cohort, as well as statistics on previous cohorts is given to the Headteacher, Leadership Team and relevant other staff to analyse and incorporate into relevant reports, including the termly report to Management Committee.

The Partnership Agreement with outside agencies such as Adviza and Learning to Work is reviewed each Academic Year. The CEIAG programme is also reviewed annually by the Deputy Headteacher (Raising Standards), the Moving On Co-ordinator and the personal adviser.

## **Appendix 1 Assessment of Learning**

**Foundry College endeavours to ensure that all students make  
Nationally expected levels of progress  
(from their starting point at the college and according to baseline assessments on  
entry)**

### **Key Stage 3 & 4**

A GCSE grade and sub-grade

In addition to each level, progress within that level must be shown as 3, 2 or 1:

3 = showing signs of attaining the top of the level and being near to the next level up

2 = working competently at this level

1 = beginning to work at this level

<b>Mark</b>	<b>Means....</b>
<b>Sp + underline</b>	Try this spelling again
<b>P</b>	Punctuation error
<b>G</b>	Grammatical error
<b>C</b>	Find the missing or misplaced capital letters
<b>//</b>	New paragraph / Mark in where the paragraphs should be

## Literacy Across the Curriculum

### What the strategy looks like?

#### Part b) Quality Marking for Literacy Across the Curriculum

**You will not be expected to mark / correct every *punctuation and grammatical error* in every piece of writing. Neither will every spelling mistake need to be corrected.**

**NB : Subjects may correct spellings that are subject specific rather than all spelling errors.**

**In KS 1 - 3, or for less able students, it will be necessary to write the correct version for the student.**

**As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.**

### **Student Involvement**

You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them