

Every School A Good School

A STRATEGY FOR RAISING ACHIEVEMENT IN LITERACY AND NUMERACY

CONSULTATION RESPONSE

Name: _____

Organisation: _____

School Ref No: _____ (if applicable)

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Education

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Consultation Point 1

"Every School a Good School – A Strategy for Raising Achievement in Literacy and Numeracy", states that all young people should be valued for their unique talents and abilities and should be given equal opportunity to succeed, where all young people are matched to provision that meets their needs in a unified, flexible and responsible post-primary system.

Do you agree that, in order to improve the literacy and numeracy levels of our young people, we can and should create a post–primary system without any element of academic selection?

Yes

No

Any other comments:

Consultation Point 2

The aims and objectives of the revised strategy are to:

1. raise standards in literacy and numeracy through learning and teaching strategies designed to help young people acquire and develop core literacy and numeracy skills;

2. work in conjunction with other strategies, particularly the new school improvement strategy Every School a Good School to:
 - raise the levels of attainment for all young people in literacy and numeracy;
 - narrow the current gaps in relation to the outcomes achieved by boys compared with girls and between those most and least disadvantaged; and
 - narrow the gap between the highest performing and lowest performing pupils and schools, after 12 years of compulsory education.
3. promote more effective and consistent approaches that can support the teaching and learning of literacy and numeracy in all phases;
4. ensure that the central place of the class teacher in relation to literacy and numeracy is recognised and supported;
5. ensure an enhanced lead role in literacy and numeracy from the teaching of language and literacy and mathematics & numeracy, and a more effective contribution, to literacy and numeracy, from other subjects;
6. secure a more effective use of school performance data and information in the teaching of language & literacy and mathematics & numeracy;
7. ensure a much greater focus on the teaching of literacy and numeracy during initial teacher education;
8. ensure that there is improved communication and planning on literacy and numeracy issues between schools when pupils transfer phase;
9. promote more intensive and focused support for literacy and numeracy in those schools that are not achieving to their full potential; and
10. ensure that the governors and principals expect, and set, the highest possible standards for literacy and numeracy.

Do you agree with the aims and objectives of the proposed strategy?

Yes

No

List any other aims and objectives you would wish to see included:

Consultation Points 3 – 5

The revised strategy puts forward a three-pronged approach in terms Wave One, Wave Two and Wave Three.

Wave One

Wave One concentrates on the quality of whole-class teaching and states that:

- planning for literacy and numeracy, not just in language & literacy and mathematics & numeracy lessons but across the curriculum, should be based on structured programmes matched to the overall requirements of each class and to the needs of its individual pupils;
- quality whole-class teaching, set in the context of a rich language curriculum, should promote all four interdependent strands of language: talking; listening; reading; and writing and should reflect a whole-school plan for language. In the early years, and as they progress across the key

stages, children and young people should also participate in modelled, shared, guided and independent literacy experiences where they:

- observe the teachers modelling a range of strategies and participate in shared experiences;
 - participate in guided work;
 - engage in a range of interdependent activities; and
 - have access to, and make effective use of, print materials, moving image and digital technology to support their learning.
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- in the early stages of language development (usually in Year 2), and within the context of a rich literacy environment, children should receive a systematic and time-bound programme of high-quality phonics work, reinforced by careful assessment and monitoring of progress as they move from learning to read towards reading to learn and as they engage with a diverse range of texts for specific purposes and for pleasure;
 - in the early development of numeracy, children should develop the concepts of number, space, measurement and data while exploring and manipulating their immediate environments, acquire mental maths strategies in a variety of rich contexts and progress towards being able to problem-solve, choosing from a wide variety of strategies, communicating their ideas mathematically and with confidence, and seeing the relevance of what they are doing to everyday life;
 - in mathematics, teachers should make the teaching of mathematical concepts as interesting and as relevant as possible and ensure the learning occurs through interactive and collaborative activities. This approach will be complemented by:-
 - challenging the pupil's understanding, through skilful questioning and requiring the pupils to draw conclusions and justify their thinking;
 - using a variety of activities, including ICT and practical equipment, that entails pupils working individually, in pairs or in groups;

- encouraging the pupils to make inter-connections within mathematics and relating their work to other areas of the curriculum;
 - providing clear and when appropriate multiple, explanations;
 - providing opportunities for pupils to solve problems;
 - integrating, when appropriate, mental mathematical strategies;
 - encouraging pupils to think and talk about how they learn and what they have learnt, using plenary sessions as appropriate; and
 - greater focus on mathematics in the workplace and identification of real world examples.
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- it is important that all schools have measures in place to identify pupils who are particularly gifted and to ensure that provision not only takes account of their level of ability, but is also sufficiently challenging to retain, extend and develop their interest.

Do you agree with the approach for Wave One?

Yes No

Any other comments:

Wave Two

Wave Two states that if a pupil is underachieving, or is experiencing specific difficulties in literacy and/or numeracy, then that pupil will be identified for additional support. Additional support will normally be provided by the class (or subject) teacher, working as necessary with colleagues within the school. It will:

- take the form of a structured programme, carefully targeted and delivered by the teacher (or classroom assistant working under the supervision of the teacher);
- be time-bound and tailored to the needs of individuals and groups;
- be matched to the assessed and observed needs of individual pupils and focused on specific learning objectives and targets; and
- be based on sound assessment procedures.

Guidance will be provided on appropriate interventions and approaches.

Do you agree with the approach for Wave Two?

Yes

No

Any other comments:

Wave Three

Wave Three states that more personalised support should be initiated when assessment procedures, or observation by the teachers, indicate that a pupil has not made sufficient progress and is not benefiting from the additional support provided under Wave Two. Wave Three support will:

- normally be provided by the class (or subject) teacher although it may require a greater degree of support from other teaching and professional staff;
- operate in tandem with, and reflecting, the current code of practice and changes which might occur as a result of the on-going SEN and Inclusion Review;
- be highly personalised to meet the individual needs of those pupils experiencing significant difficulties in literacy and/or numeracy, and who have not benefited sufficiently from the additional support already provided;
- specifically targeted on those pupils who are identified as requiring support for additional educational needs;
- time-bound, monitored and evaluated;
- such intensive support will be reviewed regularly and interventions that are not delivering progress will be adapted;
- if sufficient progress is still not made the school will seek advice and assistance from educational professionals (in the relevant ELB/ESA) on further strategies to be employed; and
- in all such cases, the ELB/ESA will need to be satisfied that the school has first taken all reasonable steps to ensure that teaching and additional support strategies are effective.

Do you agree with the approach for Wave Three?

Yes

No

Any other comments:

Consultation Point 6

The revised strategy states that the Department, the ELBs and other existing support bodies, the Education and Skills Authority (once established), the SENCO within the school and the providers of initial teacher education all have a part to play in providing effective support to implement the strategy. This support includes:

- ensuring that priority is given to the provision of professional support and development opportunities in the area of literacy and numeracy for teaching professionals;
- ensuring that those with management or coordinating roles in schools are supported effectively to identify, implement and disseminate good practice in the teaching and learning of literacy and numeracy;
- ensuring that teachers and student teachers can understand, interpret and use data on pupil, class and school performance;

- developing the capability of all staff (especially teaching staff, librarians classroom assistants and support staff) to implement effectively the literacy and numeracy strategy, by focusing on the effectiveness of planning and practice and on the pupils' learning and outcomes, especially on appropriate pedagogues and interventions;
- ensuring a whole school approach so that other support structures such as the special needs co-ordinator or pastoral care teacher are involved;
- placing an increased emphasis on developing the literacy and numeracy capabilities of Beginning Teachers and students in initial teacher education. All students involved in initial teacher education for the primary sector should be trained in specific approaches to literacy and numeracy. Where possible, approaches to improving literacy should also be included within PGCE and BEd provision;
- examining the needs of schools for training in phonics and reading recovery techniques;
- making schools aware of the various interventions and supporting them in their use of these as well as ensuring that school leaders and teachers are kept informed about current research and practice in the teaching and learning of literacy and numeracy;
- encouraging the development and dissemination of good practice in the teaching and learning of literacy and numeracy. This is particularly important in the context of using ICT and also in other sharing approaches that spark the interest and enthusiasm of young people at risk of underachievement . It will also include providing opportunities for excellent teachers to impart their knowledge and expertise to colleagues;
- advising schools on better management of the process of transition between phases;
- suggesting ways in which the School Library Service can support the literacy strategy by, for example, advising schools on stock likely to appeal to pupils or by arranging for authors to visit schools; and

- monitoring and evaluating progress, using evidence from pupil and school performance, from research, and from inspection and using such evidence to challenge schools where the trends in performance appear particularly at variance with the history and nature of the school.

Do you agree with the proposed support measures to facilitate professional learning and help ensure effective implementation of the strategy?

Yes

No

Are there any others?

Consultation Point 7

The revised strategy includes the following targets and milestones for literacy and numeracy:

Targets

- 70% of students gaining 5+GCSEs A*-C, including English/Maths (or equivalent) by the time they leave school by 2020.
- 65% of students with entitlement to Free School Meals gaining 5 or more GCSEs A*-C including English and Maths by the time they leave school by 2020.

- 95% of students gaining GCSE A*-G in English and Maths (or equivalent) by the time they leave school by 2020.

Milestones

- 55% of students gaining a Level 2 qualification, including GCSEs A*-C in English/Maths (or equivalent) by the time they leave school by 2011.
- 30% of students with entitlement to Free School Meals gaining 5 or more GCSEs A*-C including English and Maths by the time they leave school by 2011.
- 90% of students gaining GCSE A* - G in English and Maths (or equivalent) by the time they leave school by 2011.

Do you agree with the proposed targets and milestones?

Yes No

If not, please give reasons below.

Consultation Point 8

Part 6 of the revised strategy sets out the proposed roles and responsibilities for schools, education support bodies, teacher education institutions, the Education and Training Inspectorate (ETI), the Department of Education and the Literacy and Numeracy Taskforce.

Schools

- schools should have in place – and regularly review – a written policy on the promotion of literacy and numeracy;
- there should be a clear lead taken in literacy and numeracy development and co-ordination across the curriculum;
- in post-primary schools, the particular role of the English and Maths teacher in helping to deliver improvement should be recognised, as should the vital role that other subject teachers can play in helping to improve literacy and numeracy – all teachers are teachers of literacy and numeracy;
- in all schools there should be effective liaison between those with responsibility for literacy and numeracy, the SENCO and the pastoral care system;
- as part of their self-evaluation and self-assessment, schools should look critically at the impact of their learning and teaching strategies and interventions they use particularly in relation to developing the pupils' literacy and numeracy skills;
- all schools must set clear and measurable targets for improvements in English and mathematics as part of their school development planning processes;
- targets should take account of the trends in their performance set against benchmarked data for schools with similar characteristics and reflect the need to deliver improvements overall and in reducing any gap in attainment (for example between boys and girls; those least and most disadvantaged; or higher and lower attaining pupils);

- school leaders (governors and principals) should ensure that the performance review and staff development process reflects the progress of individual teachers in delivering progress;
- schools should make the most of all opportunities to reinforce and develop the importance of literacy and numeracy through, for example, encouraging reading for pleasure and promoting the role of maths in careers; and
- school library stock should be regularly reviewed and refreshed and young people involved, wherever possible, in selecting book stock.

In addition, Primary schools should:

- have systems in place to identify as early as possible children who need additional intervention;
- ensure that children, in the early years, receive a systematic programme of high-quality phonics work, reinforced by careful assessment and monitoring of progress;
- where primary schools have a trained reading recovery teacher, they should also ensure that he or she has provided opportunities for all staff to develop their skills in accordance with this programme; and
- ensure that children, in the early years, receive a systematic programme of remediation in number skills, reinforced by careful assessment and monitoring of progress.

Education Support Bodies

When established, the Education and Skills Authority will:

- provide schools with benchmarked data to enable them to set appropriate targets for attainment in literacy and numeracy;
- write annually to each school, setting out the system targets and the general policy context as a basis for the school to review its school development plan and to set targets;

- monitor and evaluate annually the performance of individual schools and use the trend information to identify schools where support interventions may be needed;
- provide advice, support and training to schools in the most effective literacy and numeracy pedagogues;
- provide advice, support and training to schools in the development and implementation of effective cross-curricular approaches to the learning, teaching and assessment of literacy and numeracy;
- consider the provision of centrally managed support for more costly interventions (in line with the SEN review) e.g. reading recovery, which could then be made available to schools at subsidised rates;
- advise on leadership and management issues and ensure a co-ordinated approach to raising standards across schools;
- work in partnership with all stakeholders (inc statutory agencies) to meet the literacy and numeracy needs of all pupils and to provide parents with information, guidance and support in relation to literacy and numeracy;
- consider the development of an on-line resource to support the identification of targets;
- along with ETI facilitate the identification and embedding of good practice;
- provide advice and support to schools on the development and effective use of their school libraries; and
- provide a challenge function to schools in respect of their performance.

Until ESA is established, the Education and Library Boards, working where appropriate with CCMS, NICIE, CnaG and CCEA, will take the following actions to support schools in improving standards in literacy and numeracy:

- provide guidance, professional support and training to schools through the Curriculum Advisory and Support Service;

- through the Partnership Management Board, ensure that guidance, support and training is consistent, co-ordinated and linked effectively into the revised curriculum;
- monitor standards in literacy and numeracy at school and ELB level;
- challenge the performance of schools where it appears to be a cause for concern;
- advise on leadership and management issues and support a co-ordinated approach to raising standards across schools; and
- ensure a specific focus in governor training on school improvement generally and literacy and numeracy in particular.

Teacher Education Institutions

Initial Teacher Training organisations should:

- continue to ensure that course lecturers are up-to-date with new and successful pedagogical practices in relation to literacy and numeracy and adjust programmes to reflect these;
- revise programmes to ensure that all students on primary teaching courses understand key interventions and approaches e.g. reading recovery, phonics;
- ensure that the teaching of phonics is an integral part of all programmes involving the teaching of reading to young people;
- seek to ensure that in arranging teaching practice, students have opportunities to gain experience of teaching across a broad spectrum of settings; and
- ensure that all students on PGCE and BEd courses, irrespective of any subject specialism, are involved in the study of literacy and numeracy.

Education and Training Inspectorate

ETI will:

- report at system level through the Chief Inspector's Report on standards of provision, outcomes and issues arising in relation to the progress of the Literacy and Numeracy Strategy and, in particular, on the priority accorded to literacy and numeracy, the standards being achieved and the extent to which these are being taken forward as whole-school issues;
- ensure that, in each of its school inspections, there is specific comment on the planning for, co-ordination of and teaching of literacy and numeracy;
- report specifically on successful interventions that it finds in schools in order to help ensure that best practice is recorded and shared; and
- work closely with the providers of initial teacher education and early and continuing professional development for teachers on the identification and dissemination of good practice.

Department of Education

DE will:

- give strategic leadership in this area, ensuring that it is given the highest priority across the education system;
- communicate to the support bodies, schools and parents the key elements of the literacy and numeracy strategy;
- set realistic but challenging targets for the strategy based on evidence from trends in patterns of attainment, inspection, and relevant research;
- provide a baseline of indicators for monitoring and making judgements concerning provision and outcomes for literacy and numeracy;
- ensure the strategy is adequately resourced;
- in consultation with ETI, monitor and evaluate the quality and appropriateness of the Strategy in primary and post-primary schools, and

also the literacy and numeracy components within initial teacher training and within continuing professional development programmes; and

- in consultation with ETI, monitor and evaluate the support provided to schools by the ESA in relation to the literacy and numeracy strategy.

Literacy and Numeracy Taskforce

The Taskforce will:

- assist the Department in finalising the revised literacy and numeracy strategy, including the setting of targets for the promotion of literacy and numeracy;
- ensure effective implementation and evaluation of the strategy;
- report annually to the Department on the effectiveness of the strategy and make recommendations on improvements which could be made; and
- receive and comment on reports from the Department on progress against all agreed actions set out in the Department's response to the PAC report into literacy and numeracy.

Do you agree with the roles and responsibilities detailed above?

Yes

No

Any other comments:

