



Policy Title:	Reading, Writing, Communication & Mathematics (RWCM) Principles		
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## **Reading, Writing, Communication & Mathematics (RWCM) Principles**

*At the Pendlebury Centre we uphold 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 students develop the skills necessary to cope confidently not just at school, but beyond. For the purpose of this statement of principles, "RWCM" should be understood to mean "Reading, Writing, Communication and Mathematics". The statement of principles should be read in conjunction with the Teaching and Learning Policy.*

### **The aims of this statement of principles are:**

- To ensure that all teachers and teaching assistants 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 and teaching assistants to be clear about the ways in which their work with students contributes to the development of pupils'/students' RWCM skills, so that no opportunities for development of these are missed.
- To enable teachers and teaching assistants 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.

### **RWCM is important because:**

- Students need vocabulary, expression and reading to cope with both the cognitive demands of subjects and the wider social-emotional demands of their worlds
- Reading helps us to learn from sources beyond our immediate experience

- Writing helps to express, sustain and order thought
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows students to learn independently. It is empowering.
- The improvement of mathematical skills raises pupils' mathematical attainment, which promotes high standards in other subjects.
- People with poor mathematical skills are at a disadvantage when they try to enter full-time employment. They frequently struggle to enter full time employment and often fail to stay in employment long term.

### **Key roles and responsibilities:**

1. The Teaching and Learning Lead will work alongside specialist teachers for English / Literacy and Mathematics / Numeracy to ensure that the statement of principles is implemented across the school. They will also ensure that the impact of the statement of principles initiatives are monitored and report back to the Senior Leadership Team.
2. We will ensure that pupils/students requiring intervention within the areas of RWCM are correctly identified either within a lesson, within a subject as a whole, or across the curriculum and that interventions are consistently employed and that their impact is measured. The primary leads for this are specialist teachers in English / Literacy and Mathematics / Numeracy, working where necessary in partnership with the Teaching and Learning Lead and SEN Coordinator / Data Lead.
3. We expect all teachers to consistently plan and deliver lessons with consideration of RWCM, to help maximise each individual's potential.
4. We expect all teaching assistants to support the development of RWCM, as appropriate to each student and their current levels of strengths / areas for development.
5. We will ensure that the teaching of RWCM is monitored through, for example, lesson observations, work scrutiny and learning walks. The Teaching and Learning Lead holds primary responsibility for this, liaising with the Senior Leadership Team as and when necessary.

### **Developing Reading across the Curriculum**

- We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and

understanding. This applies particularly in the area of reading (including all aspects of media), as texts become more demanding.

- We will provide a range of enrichment opportunities designed to encourage reading for pleasure and to further the cultural and linguistic knowledge and understanding of all pupils. (Reading for pleasure and enjoyment is reported as a “more important determinant of children’s educational success than their family’s socio-economic status”.)
- We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.
- We will use graded questioning to allow pupils to explore literal, inferential and evaluative responses to text.
- All teachers and teaching assistants will be proactive in checking baseline scores so that individual needs around reading are identified and understood.
- 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.
- The lead teacher for English / literacy and SEN Coordinator will advise staff on personalised strategies for students with reading difficulties.
- The lead teacher for English / literacy will devise / import interventions around reading for those students with reading difficulties.
- Overlays will be used for individual students with reading difficulties, for whom this support may improve access to texts. The centre will also adopt a flexible but consistent approach around font styles, font sizes and coloured backgrounds for custom made worksheets / hand-outs and PowerPoint presentations. The SEN Coordinator will periodically provide CPD on this, at least once per academic year.

## Developing Writing across the Curriculum

- We aim to provide a consistent approach to writing in order to both recognise and reinforce students’ language skills.
- Across the curriculum, there will be opportunities to develop different types of writing. This will include:

### Fiction

- prose
- poetry
- drama

### Non-Fiction

- information texts
- recount texts
- instruction texts
- explanation texts
- persuasion texts
- argument texts

- A cohesive approach will be encouraged by providing students with writing frames (such as VCOP), in order to support extended writing for different purposes and audiences.

- All teachers and teaching assistants will be proactive in checking baseline scores so that individual needs around spelling (and handwriting, where an assessment has been undertaken) are identified and understood.
- Teachers will make connections between students' reading and writing so that students have inspiration and formats for their writing.
- Teachers will provide opportunities for a range of writing including sustained writing (formal, functional and informal) and encourage pride and enjoyment through the promotion of writing. This will include reflective writing as a way of building well-being.
- Teachers will set writing tasks that have a clear purpose, are objective driven and are also 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.
- All teachers and teaching assistants will be conversant in basic modelling processes to show students *how* to write.
- We aim to have a consistent approach to the teaching and marking of spelling. We will encourage students to develop problem-solving skills around spelling – 'sounds like', 'sound it out' etc.
- The use of dictionaries and thesauruses will be encouraged. Each curriculum area will display key words in their classroom and teach subject specific vocabulary and spelling, as appropriate.
- All staff will be able to access appropriate CPD to support their own delivery of Literacy, particularly in relation to spelling, punctuation and grammar in their subject area.
- The lead teacher for English / literacy and SEN Coordinator will advise staff on personalised strategies for students with writing difficulties.
- The lead teacher for English / literacy will devise / import interventions around writing for those students with writing difficulties.
- A range of handwriting pens will be made available so that students with difficulties around handwriting are made as comfortable as possible.

### **Developing Communication across the Curriculum**

- We will teach students to use spoken language precisely and coherently. We do this through modelling rather than public correction.
- We will coach students in pragmatic skills related to communication – turn-taking, volume of voice, tone of voice etc. We will be assertive in our coaching but not condemning of those who struggle with pragmatic skills, as this is often due to a lack of nurture and/or Autistic traits.
- We aim to have a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that teachers across the curriculum teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject.

- We will have displays of all vocabulary in classrooms and for 'learning words' to be visible throughout the school.
- We will be aware that specific academic words such as 'compare', 'discuss', 'highlight', 'describe', 'explain', 'example', 'investigate', 'analyse' will all require some modelling – otherwise some students are likely to interpret them generically as 'write' or 'talk about'.
- We will develop strategies to teach students 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.
- We will seek to provide a range of enrichment opportunities to promote oracy and public speaking so that pupils can develop confidence and independence when expressing their thoughts and opinions.
- CPD will continue to be offered to all teachers and teaching assistants on the promotion of communication skills.
- Those students with long-term speech, language and communication difficulties will be identified by the SEN Coordinator, through reference to special assessment by outside agencies.

### **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
- Across the curriculum, there will be different opportunities to develop pupils'/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.
- We will increase the awareness of staff of the teaching strategies used in the mathematics department and the development steps for students to acquire numeracy skills.
- We aim to increase teacher awareness of how students are taught particular skills in mathematics lessons, so that students can be encouraged to utilise these skills in various subjects.
- We aim to increase teacher awareness of differences that exist, in similar topics, between mathematics and other subjects, so that these differences can be explained to pupils to aid understanding whilst still developing a consistent approach to learning mathematics in all subjects.
- Across all curriculum areas, teachers and teaching assistants should ensure that they are familiar with correct mathematical language, notation, conventions

and techniques that relate to their own curriculum areas and encourage pupils/students to use these correctly.

- Students will be encouraged to develop Mathematical vocabulary across all subject areas.
- All teachers and teaching assistants will be proactive in checking baseline scores so that individual needs around Mathematics / numeracy are identified and understood.
- The lead teacher/s for mathematics and SEN Coordinator will advise staff on personalised strategies for students with numeracy difficulties.
- The lead teacher/s for mathematics will devise / import interventions around numeracy for those students with numeracy difficulties.

### **Promoting and Evaluating the statement of principles**

This will be achieved and supported by:

- A firm commitment to improving RWCM skills for individuals, the school and the wider community
- The fulfilment of roles and responsibilities by specific personnel, as outlined in the statement of principles
- 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.