**KS3 Literacy, Numeracy and Oracy development 2022/3**

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| **Focus****Literacy/Numeracy/Oracy?** | **Strategy/Issue** | **Details** | **Staffing** | **Cost** | **Comment** | **Impact (Potential?)** | **Progress?** |
| * General LNO awareness – How integrated/explicit?
 | Raise profile, increase explicit teaching, improve resources | * Working party possibility/ Staff advocates within dept.
* Agenda itemising
* Mini site and bookmarks to incorporate resources
* KS3 Learning Walks
* Sharing feedback with staff
 | TBC | Time | * Mini site underway
* Resources collated
* Learning walks to collate across subjects
 | * Explicit curricular plans
* Staff confidence with LNO
* Staff voice
 | * Minisite complete
* Training /Inset completed
* DDPs contain explicit focus – many examples of best practice evident
* Book chlook review underway to provide exemplar material
* SWE potentially using briefing to support
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| * Year 7-9 reading age gaps

**TARGETED** | Closing gaps (esp. key groups) in focussed/targeted | * Small groups 1 to 5. Six week rotation to target range.
* Use of form time/am session rapid reader programme – Reciprocal,
 | TAMentorsLiteracy Leaders | SoftwareBooks/resourcesUpdate Pearson resources? Rapid plus? | * Financing extra 30mins TA on trial?
* Investment in long term resources? Trial period for RP?
* Awaiting results of CATS for Y7
 | * Improved KS3 RAs
* Correlation with attainment gaps at KS3
 | * Y9 RR groups completion – all progressed
* Y8 groups underway Spr1
* Y10 Literacy Leaders used to support
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| * **Universal** Literacy Gaps
 | Data review and rotated intervention | * Identification of weakest readers/lowest progress and populating intervention groups accordingly
* Liaison with SEND/LR to continually review and intervene
 | LRTAsTeachers | TimeSoftware | * SEND groups
* AR process
* Grade grid data review
* Analysis of correlation across LNO linked subjects e.g. numeracy assessment vs STEM
 |  | * Relaunch of AR to tighten up data
* STAR/NGRT testing widened (Y9)
* TA TT and LR timetable remapped
* LR/VR and HOYs involved in selection and composition of intervention groups
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| * KS3 EAL pathway students
 | Close gaps for most at risk | * Options subjects collapsed
* Dedicated time with EAL specialist
* Baseline and tracking to monitor progress – ARP to support?
 | TAEAL | TimePotential resources – ActiveLearn etc. | * Clearer roles and reps required here
* Focus group will need routine monitoring to assess impact
 | * Specialist intervention
* Improved core subject knowledge/ progress
* Wellbeing impact for selected students
 | * Y9 second language students in targeted L/N sessions with TA/LR
* EAL students targeted by LR/VR and flagged for am sessions
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| * Accelerated Reader
 | Uptake, completion, value for money | * Improved visibility – students aware of stage/age, parents
* Specific inclusion in rewards/achievements
* Possible licence expansion or alternative for Y9
 | TeachersLibrarianHOY | Time |  | * Embedded reading culture
* Rewards
 | * Process tidied
* Policy documents and guidance issued
* Cyber security addressed (log ins etc)
* Non negotiables in STAR testing
* LG leading and training with ACA/STU/LR
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| * Disciplinary literacy
 | Subject specific resources, developmentExtended writing in depts. | * Tiered vocabulary in each subject
* Bank of resources to support specific subjects
* CPD for staff on implementation/impact
 | Teachers | Time | * Contribution to SDP and continued development of curriculum
* Best practice for outstanding schools - SDP
 | * Potential improved results long term in disciplines requiring extended writing
* Improved T&L and reflections of such in subject reviews
 | * HOD materials
* Inset
* Ongoing DDP
* New resources, materials – examples in depts. E.g glossaries
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| * Disciplinary numeracy
 | Subject specific resources, developmentTarget language in depts. | * Small intervention groups with **Freckle**
* **Star Maths**
 |  |  | * Contribution to SDP re subject development
 | * Specialist intervention
* Improved core subject knowledge/ progress
* Wellbeing impact for selected students
 | * ET selection of students with LR
* ET selected software and underused resources removed
* LR populated intervention TT
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| Numeracy for Alternate pathways students | Skills practice for EAL, SPLD, SEND students | * TT Rockstars for those with weakest numeracy skills – retrieval and practice
 | TA/SEND |  | Key groups focus for SDP |  | * Y9 group (second language) to work on life skills maths as produced by ET
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| * Numeracy Activities
 | Puzzles, quizzes brainteasers  | * Provided by maths dept.
* ?Use in form time
 | Maths Teachers |  | * Exposure to language of numeracy
* Transferable skills
 | * Profile alongside literacy
* T&L - adopting within subjects during form
 | * LD continues to send activities
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| * Clubs, events, assemblies – S&C
 | Pi day etcSTEM days for  | * Providing stretch and challenge opportunities for HPA numeracy skills
 | SLTHODTeachers | Time |  |  | * Literacy assembly KS3
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| * Library/ LRC development
 | * Improving access to academic reading resources
 | * Research, summarising, synthesis skills
* Investment in long term resources
 | ACALibrarianSupport staffBF | Investment | * Long term outcomes
* Marketability
* SDP - infrastructure
 | * Improved academic ethos
* Facilities improved
* Homework support
* ICT facilities
* Disadvantaged student access
 | * Redecoration trialled
* Funding applied for - NLCF
* Costings calculated
* Free furniture sourced
* PH to
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| * High flyers/HPAs
 | Programme to support Grade 9 etc. students – seminar based | * Creating leadership/role models
* Raising aspirations
 | ACACareers |  | * Potential for external speakers
* Forward destinations links to careers
 | * Parental/stakeholder investment
* Promotion on website
* Pathway for excellence
 | * Map of S&C activities events – liaison with HOYs
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| * Literacy activities
 | Specific puzzles and high level reading | * Fiction and no fiction challenge focus – extract based to
 | Literacy leadWorking group |  | * Transferable skills
 | * Cultural impact – practise and retrieval
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| * Competitions/trips
 | Public speakingDebate | * ESU
* National competitions
* Local LNO events e.g. Hay Festival
* STEM competitions e.g. coding in CS
 | Subject Teachers | Time £ for trtips | * Cultural capital
* Careers
 | * Articulacy and confidence improvements
* Opportunities for success
 | * S&C overview underway – HOYs to have input
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