**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 |
| * 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, | TA  Mentors  Literacy Leaders | Software  Books/resources  Update 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 |
| * **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 | LR  TAs  Teachers | Time  Software | * 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 |
| * 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? | TA  EAL | Time  Potential 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 |
| * 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 | Teachers  Librarian  HOY | 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 |
| * Disciplinary literacy | | Subject specific resources, development  Extended 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 |
| * Disciplinary numeracy | | Subject specific resources, development  Target 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 |
| 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 |
| * 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 |
| * Clubs, events, assemblies – S&C | | Pi day etc  STEM days for | * Providing stretch and challenge opportunities for HPA numeracy skills | SLT  HOD  Teachers | Time | |  | |  | * Literacy assembly KS3 |
| * Library/ LRC development | * Improving access to academic reading resources | | * Research, summarising, synthesis skills * Investment in long term resources | ACA  Librarian  Support staff  BF | 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 |
| * High flyers/HPAs | Programme to support Grade 9 etc. students – seminar based | | * Creating leadership/role models * Raising aspirations | ACA  Careers |  | | * 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 |
| * Literacy activities | Specific puzzles and high level reading | | * Fiction and no fiction challenge focus – extract based to | Literacy lead  Working group |  | | * Transferable skills | | * Cultural impact – practise and retrieval |  |
| * Competitions/trips | Public speaking  Debate | | * 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 |