COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

52 READING, WRITING, COMMUNICATION & MATHEMATICS POLICY

(RWCM)

COMMITTEE	Curriculum and Student Matters
SLT RESPONSIBLE	Dawn Frost Associate Principal
REVIEW	Every 2 years or earlier if there are changes to DfE guidance
POLICY REVIEWED	January 2025
REVIEW DUE	January 2027
APPROVED BY THE GOVERNING BODY	March 2025

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(RWCM)

Rationale

'We endeavour to create students who are fully literate, numerate and articulate, to meet the demands of the 21st Century; where communication is at a premium.'

'When young people compete for jobs and enter the workplace, they will be expected to communicate precisely and effectively.' *The White Paper, 2010.*

Effective communication is essential for all of our students. Colchester County High School for Girls is committed to ensuring all students have the opportunity to develop their skills in Reading, Writing, Communication and Mathematics (RWCM) to ensure they are prepared for the demands of the world of work, and the needs of the 21st Century. We take responsibility for the development of literacy and numeracy across the whole school and believe that with these skills embedded, learning as a whole can be deeper and more effective.

We want our students to…

- be interested in language and its usage
- be confident in their approach to communicating with others, including oracy skills
- feel confident and safe when using modern technologies as a form of communication
- apply a range of mathematical techniques appropriately and confidently
- interpret information presented in numerical and graphical form
- be able to write fluently and accurately
- find pleasure in reading and researching
- be able to read and understand a range of texts
- be able to calculate and process with confidence
- to take increasing responsibility for recognising their own RWCM needs and making improvements
- to correct literacy errors in their work by following the school's marking policy

The Role of the Teacher

- to teach explicitly RWCM skills
- to provide opportunities for the development of skills in RWCM
- to encourage students to reflect and be articulate
- to develop confidence through oral skills, since speaking and listening are integral to all lessons

- to lead ‘drop everything and read’ with their tutor group on the designated day
- to promote reading and the benefits that reading provides
- to encourage all students to have an appropriate reading book as part of their everyday equipment
- to share ‘word of the week’ (including any resources that may be produced by the Year 10 ‘Literacy Leaders’) with their tutor group during form time.
- to support and develop students, offering feedback and opportunities to make progress
- to be positive about the importance of mathematical fluency
- to support the Year 10 ‘Mathematics Ambassadors’ delivering weekly numeracy inputs during Year 7 and 8 Form Time
- to ensure they are using the school’s marking policy and the codes provided so that literacy is an intrinsic part of marking

RWCM in Lessons

- Literacy, Numeracy and Communication objectives are used as appropriate
- Key Terms and Subject Vocabulary are explored, explained and often visible around the room
- literacy strategies- spelling, phonics, mnemonics etc. are shared with students
- numeracy strategies are shared with students and taught in subject context – correct choice of graph, interpretation of statistics, application of formulae etc.
- reading skills are explicitly referenced to support students and develop core skills
- text conventions are discussed and reflected upon, to build transferable skills
- accuracy in literacy and numeracy is held in high esteem and teachers support students through opportunities to peer check, self-mark and have access to dictionaries etc.
- use of ‘word of the week’ is recognised/rewarded in student work
- ICT is used in lessons to develop RWCM skills. Safety is promoted and responsibility is encouraged
- the correct use of standard English is modelled by staff and regarded highly. But similarly, the diversity of language is encouraged, supported and language itself is often reflected upon and debated
- assessment supports learning through oral and written feedback. Students are given access to criteria that outlines Literacy requirements and offered opportunities to improve (see Appendix I)
- high quality questioning is modelled by teachers in all subjects and students are taught how to formulate good questions themselves
- high quality oracy and talk for learning is modelled by teachers in all subjects and students are taught how to problem solve

RWCM in School

- the profile of RWCM in the school is maintained and constantly improved through rigorous self-evaluation
- the Library is a centre that caters for all learner needs, and celebrates reading and the profile of Literacy. The English Department, along with the Library leads on the celebration of World Book Day/ Poetry Day/ author visits and other appropriate activities
- extra-curricular activities such as Debate Club and the Magistrates Mock Trial promote the importance of high quality oracy skills
- displays around the school are used to communicate the importance of aspects of RWCM
- Mathematics competitions are used to challenge all students
- 'word of the week' is published in student and teacher planners, on corridor notice boards and in the weekly bulletins
- numeracy sessions are delivered in form time to KS3 students by Year 10 'Numeracy Ambassadors'- weekly

Approaches to Speaking, Listening and Communication

Students will be taught…

- to participate in lessons- expressing themselves clearly and articulately
- to use Standard English and recognise appropriate contexts for formal and informal talk
- to ask pertinent questions
- to comment and evaluate talk
- how to use vocabulary for different effects
- how to modify talk for different purposes
- to take part in discussions and challenge the views of others
- to value others' opinions and ideas
- to present ideas
- to listen attentively and effectively
- to discuss and debate

Approaches to Reading

Students will be taught to…

- read with greater confidence and understanding
- have a range of reading skills- skim reading, scanning etc
- locate and comment on details in texts
- follow arguments, respond to bias within texts
- recognise text conventions and structures
- understand issues of audience and purpose
- recognise how language is manipulated for effect
- summarise, synthesise, evaluate and challenge ideas in texts

Approaches to Writing

Students will be taught …

- to study a range of styles and have knowledge to help emulate text types and their conventions
- scaffolding, planning and modelling techniques- so writing is seen as 'a process'
- to draft and proof read work- to strive for accuracy
- to address a range of audiences and purposes in writing
- to pursue their own writing passions
- to self- assess and reflect on progress and targets
- to formulate opinions about texts and use evidence where appropriate
- to create a sense of personal voice in their writing

Approaches to Mathematics

Students will be taught to …

- be able use and manipulate numbers accurately
- be confident and experimental in their use of numbers
- understand and use shape, units and measurement for a range of purposes
- analyse and interrogate statistics
- represent information in a range of graphical forms
- be able to select the most appropriate technique and technology to represent data or perform a calculation
- use and manipulate formulae and apply them appropriately across a range of contexts
- use high quality written communication about mathematical ideas

Monitoring and Evaluation

An important role of leadership (middle and senior) is to quality control the way RWCM is being integrated throughout the school. To facilitate this, the following activities take place:

- regular sampling of students' work to ensure that RWCM features are an integral part of learning
- scrutiny of schemes of work to ensure that they are fit for purpose and show planning for RWCM
- observations – student pursuit with a specific RWCM focus
- learning walks with RWCM as a focus
- Line Manager meetings with Heads of Department
- student interviews
- encouraging departments to share good practice by exhibiting or exemplifying students' work

Link to:
Policy 43 Assessment (incl. Recording & Reporting) and Marking
Policy A8 SEND Policy

APPENDIX I MARKING CODES

Code	Reason for code	You must…
PR	Presentation is not acceptable – specific areas will be highlighted.	• Make sure that your exercise book/folder is as neat and legible at the beginning as it is at the end • Underline all dates/titles, using a ruler • Keep your folder well organised
H	Handwriting is not acceptable or not legible in parts – specific areas will be highlighted.	• Look again at your handwriting – compare your writing at the beginning of the book to your more recent writing tasks • Make sure that your handwriting can be read at all times, including under timed conditions
SP	Spelling error(s) will be highlighted.	• Check the correct spelling of the error(s) • Re-write the sentence with the correct spelling • Learn the correct spelling(s) and add to your glossary, to avoid future errors
GR	Grammar/punctuation error(s) will be highlighted.	• Check the 'rule(s)' for the grammar/punctuation error(s) • Re-write the sentence with the correct use of grammar/punctuation • Learn the correct rules, to avoid future errors
EXP	Your written expression does not make sense to the reader - specific words/phrases will be highlighted.	• Re-read the sentence(s) aloud • Re-write the sentence using the correct expression • Always proof read your writing, to avoid future errors – reading sentences aloud can help
VC	Vocabulary choice is limited, too informal or inappropriate. Specific words/phrases will be highlighted.	• See words/phrases highlighted • Re-write the sentence, replacing the informal words/phrases with more formal words/phrases • Add the more formal words/phrases to your glossary, to remind you to use them in the future
CON	You need to be more concise – you have used too many words to make a point. These phrases will be highlighted.	• Re-read the highlighted sentence(s) aloud • Re-write the sentence(s) so that it is more succinct • Always proof read your writing, and delete any words/phrases which are unnecessary
TT	More technical terms should be inserted. The specific sentence(s) will be highlighted.	• See the sentence that is highlighted • Re-write the sentence, inserting the relevant technical term(s) • Add these technical terms to your glossary, to remind you to use them in the future