

Thomas More Catholic School



Mission Statement

To Care for, respect and value all people and our environment.

To Learn that justice and love are the foundations of our Faith.

To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

To Achieve beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21st Century.

CURRICULUM POLICY, PRACTICE & PROCEDURE

**(Incorporating Teaching & Learning, Assessment, Home Learning
and Literacy & Numeracy across the Curriculum)**

This policy has been adopted by the Governing Body of Thomas More Catholic School and is subject to an annual review

Date Reviewed	17th November 2015
Review Confirmed by	Chair, Curriculum Committee
Next Review Due	AutumnTerm 2016

At **Thomas More Catholic School (TMCS)** we aim to:

- ensure that all students, whatever their age or ability are enabled to reach their true potential
- all students develop the essential literacy, numeracy and ICT skills needed for success
- provide all students with a broad and balanced curriculum, personalised according to their needs
- foster students' creativity as well as developing essential life skills, including Personal, Learning and Thinking Skills
- promote a healthy lifestyle
- inspire students to a commitment to life-long learning
- promote excellent standards in learning and teaching

Thomas More Catholic School follows statutory requirements regarding the National Curriculum.

As a Catholic School, we place Christ at the core of our curriculum, teaching through witness and example the gospel values of love, tolerance, respect and honesty.

Religious Education is taught as part of the core curriculum at both Key Stages and is an Option at Post-16. In Key Stage 3 10% of curriculum time is available for the teaching of RE according to the Bishops' recommendations.

The TMCS offers a wide range of subjects and qualifications; it offers students a personalised curriculum that meets their needs and interests and enables them to achieve success.

The curriculum promotes the health and well being of each student (ECM agenda) as well as providing for students to develop spiritually, morally, culturally, mentally and physically. It also prepares students for the opportunities, responsibilities and experiences of adult life.

All students are expected to take a broad and balanced curriculum which enables them to acquire skills in speaking and listening, literacy, numeracy and Information Communication Skills. Personal Social and Health Education, Citizenship and Sex and Relationship Education will reflect TMCS's Catholic ethos.

Equality of Opportunity

TMCS strives to ensure that all students have equal access to a curriculum which meets their needs.

Literacy and Numeracy are given equal status across the curriculum and TMCS aims to ensure that all students receive support based on their needs.

At Key Stage 3 students receive extra support for literacy and numeracy through Literacy Support (eg. Through the Ruth Miskin Scheme), one-to-one tuition and individualised support programmes; students may also receive extra support through identification of learning needs by the SEN Department and by being placed on the SEN register as School Action, School Action Plus - both referred to as 'K'; or by receiving a full statement of educational needs, referred to as 'S'. At Key Stage 4 students receive all of the above and extra support through revision classes for exam success or after school sessions.

All students at TMCS follow the National Curriculum

TMCS will strive to:

- Create and maintain a learning environment where students are encouraged and enabled to realise their potential;
- Ensure that students take responsibility for their own learning and development, both through formal and informal learning opportunities and ongoing assessment;
- Develop an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded;
- Promote the value of a balanced, holistic lifestyle as part of each individual's overall personal development.

Curriculum Principles

- Every student will have a personalised curriculum based on prior attainment data, student aspirations and challenging targets. Within an individual learning programme, the students are offered the level of learning appropriate to their recognised needs.
- Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.
- The curriculum at TMCS will be organised bearing in mind that from the student perspective, the curriculum is "the entire planned learning experience," encompassing lessons, location, events, environment, routines, extended hours, out-of-school learning and other opportunities.
- Students will experience our curriculum successfully only when learning is organised effectively, requiring:
 - a range of teaching and learning approaches including enquiry, active learning, practical activities;
 - techniques in tune with child development and adolescence;

- learning beyond the school via community and business links;
- relevant contexts for learning, connected to life and work;
- engaging a range of audiences and purposes;
- data on prior attainment reflected in learning objectives.

Our curriculum will strive to address disengagement: a) overcoming any poor school experience of parents; b) boosting self-esteem and c) providing exciting, unpredictable, challenging learning experiences.

The successful experience of our curriculum through extended learning is dependent on the extent to which we work collaboratively with our key partners, thereby making an effective use of resources and expertise. In this respect our partners include: partner primary schools, neighbouring secondary schools, other schools.

Our curriculum will prepare students for the future by:

- securing high achievement in literacy and numeracy;
- being responsive to the enduring needs of local and national employers;
- ensuring that our courses are scheduled to provide progression and continuity in the learning experience.

Students will have a role in shaping the curriculum and mapping their way through their experience of it.

As a Science and Maths specialist school, TMCS will develop excellence in a variety of related subjects.

Procedures

Key Stage Three

Students will follow learning programmes in R.E., English, Maths and Science. The curriculum will be delivered so it ensures that any legacy of previous underachievement in literacy and numeracy is addressed.

Students will also have access to technology, sports and ICT.

Key Stage Four

A full complement of GCSEs will be supplemented with Specialist BTEC certificate courses.

Some students will begin GCSE and other level 2 courses in Year 9 – others may take three years to complete Key Stage 4 (some students may begin courses in Year 9 and complete in Year 11 and / or at Post-16)

Post-16 Study

The Post 16 curriculum will offer a wide range of A-level courses together with Level 3 BTEC and specialist diplomas. We will also provide some Level 2 courses within the BTEC and specialist diploma family along with other vocational provision to meet all learners.

Curriculum Provision

Key Stage 3

Year 7: students follow an Integrated Curriculum, taught by core teachers, usually their Form Tutors where they focus on developing Personal, Learning and Thinking Skills (PLTS)

Groups are organised in mixed ability classes for

- English, Geography, History, PSHE – mixed ability, taught by core teachers
- DT, PE, RE, Drama, Art, Music, MFL, ICT – mixed ability, taught by specialist teachers
- Maths, Science – taught in sets by specialist teachers

Years 8 and 9: students study

- Art
- DT
- Drama
- French
- Geography
- History
- ICT
- Mathematics
- Music
- PE
- PSHE, including
Citizenship,
careers advice
- RE
- Science

At Key Stage 4: students study the following:

Core subjects

- English / English Literature
- ICT / Computing
- Mathematics
- PE
- PSHE
- RE
- Science – Core, additional

Options:

- MFL (French)
- Business Studies
- DT,
- Geography

- Child Care
- History
- Hospitality
- Art
- Music & Drama
- Triple Science

In accordance with the law, TMCS responds to individual students needs by modifying the National Curriculum programme of study and offering different Pathways to Success

- Personalised Vocational Programmes
- Work experience

Religious Education and SRE

There is an expectation that all students at TMCS will study RE up to and including GCSE level. (see separate SRE Policy for details)

Collective Worship - See separate policy on Collective Worship.

Extra Curricular Activities – these are provided by different departments and are on offer to all students.

Post-16

As an 11 – 18 school, we offer a range of subjects for post-16 students. Entry to these subjects depends on achieving the required standard at GCSE level.

Examples of courses are:

BTec level 3

AS / A2

Resit for GCSE (Level 2 courses in English and Maths)

Teaching and Learning

At TMCS we believe that the highest quality teaching and learning is facilitated by:

- ensuring that students are challenged in their learning and trained to develop into autonomous, independent learners for life.
- ensuring consistency in terms of methodology and expectations of student performance.

TMCS principles:

- To raise levels of attainment in all subject areas at all Key Stages .
- To ensure consistency within and across departments in planning, teaching methodology and homework setting.
- To raise student expectations of their own performance.
- To develop independent learners for life.
- To ensure high standards of student behaviour and motivation in their studies.
- To ensure inclusive lessons that recognise the worth and potential of all students

Principles for effective teaching and learning

Teachers should be:

- Fully prepared and organised for lessons. (with a written plan if relevant)
- Be in the classroom before the students arrive to meet and greet them.
- Ensure students enter the classroom promptly and in an orderly manner.
- Students are expected to adhere to TMCS Behaviour for Learning Code; these are found in the student planner.
- Designate the seating arrangements and record these on seating plans to be available if asked for.
- Ensure students lay out equipment on the desk: pen, pencil, ruler, Student Planner and subject materials.
- Take the attendance register within the first fifteen minutes of the start of the lesson.
- **Learning Outcomes** Ensure that all students understand the intended learning outcomes of the lesson.
- **Setting the scene** Remind the students what they have learnt / and what they are going to learn.
- Introduce new information, think creatively, find ways of making the new information clear.
- **Processing activities** Set a range of tasks designed to reinforce the intended learning outcomes. Set time limits to maintain pace and challenge.
- Where possible, activities should encourage the development of oracy, literacy, numeracy and ICT skills (to enhance teaching and learning)
- Create conditions likely to generate positive behaviour; have high expectations and use praise.
- Use the TMCS behaviour for learning framework to deal with inappropriate conduct. The classroom teacher is responsible for behaviour management in the first instance.
- Use effective questioning techniques to stretch and challenge students.
- Set homework / home learning at an appropriate time in the lesson (not necessarily at the end). Ensure that clear written instructions are entered into the Student Planner.
- **Review the lesson (plenary)** Draw together what has been learnt.
- Leave time to pack away in an orderly manner.
- Control the students' exit from the room and supervise their behaviour as they enter the corridor.

See 'Behaviour for Learning' policy

Learning is facilitated by:

- Well planned lessons with a clear starter and plenary, catering for different learning styles with appropriate pace and challenge.
- A safe environment where students have confidence that all staff will support whole school policies and procedures.
- Staff having high expectations of students' abilities and behaviour.
- Clear objectives in schemes of work that are made explicit to students.
- A positive working environment with good use of resources (including ICT), quality displays and well organised tidy classrooms.
- A curriculum that allows flexibility of timetabling to cater for students of different abilities and aptitudes.
- An environment in which teachers are supported by middle (CLs / YLs) and SLT to 'take risks' in the classroom by experimenting with current pedagogic thinking and research.
- An understanding of the importance of basic skills, literacy, numeracy and thinking skills by teachers in all subject areas.
- Rigorous and consistent assessment focused on what students need to do to improve.
- Creative use of ICT and enterprise across the curriculum.
- A knowledgeable and enthusiastic teacher.
- The opportunity for staff to share good practice.
- The acknowledgement of achievement.
- A happy and healthy staff.

In order to support our teaching and learning statement certain practices are expected from staff. Every department area will have their own systems with regard to these practices which are outlined in department handbooks. Practices common to all departments are:

Teachers use sanctions and rewards consistently and in line with whole school procedures in order to create a safe and secure learning environment.

- Baseline data is used to ensure pitch, pace and challenge (RAG system)
- Objectives are made explicit to students.
- Lessons are planned with key features such as starters, plenaries, key questions, AfL (Assessment for Learning), differentiation and SEAL (Social Emotional Aspects of Learning) objectives. The format of lesson plans is not dictated but there is a suggested format for lesson plans available to all staff.
- Up-to-date records of students' assessment data are kept in registers/planners by all class teachers.
- Work is regularly marked (teacher, peer or self assessment) according to assessment criteria that students understand. Wherever possible this is linked to level/grade descriptors.
- Marked work gives students and their parents clear guidance on what is needed for improvement.
- Different learning styles are catered for.
- Cross curricular numeracy, literacy and ICT skills are highlighted.

- Teachers provide a positive learning environment by keeping classrooms tidy and ensuring display work is of a high standard and is engaging.
- Staff support each other in carrying out these practices.

This policy is monitored through:

Lesson Observations

All teachers have at least two formal observations per year, one of these will be by a member of the SLT, using the agreed observation form; these may be part of the Performance management process.

NQTs will have one formal observation each half term. Other informal observations may take place throughout the year by CLs and / or peers in order to share and develop good practice in line with Performance Management objectives. All observations are agreed in advance.

Learning walks –these take place regularly by SLT, CLs, YLs.

Work sampling (Book Looks) – at least once a term a cross section of staff/students sample exercise books. The findings of the work sampling are discussed at SLT and circulated to staff.

This policy is supported by the following policies:

Assessment, marking, recording and reporting.

Home learning.

Numeracy & Literacy across the Curriculum.

ICT across the curriculum

Home work

Home Learning is important because:

- It can help raise standards of achievement and enable learning to progress faster.
- It reinforces what is learnt in lessons.
- It encourages good habits of independent study and a student's ability to organise their own work.
- It is a check on whether or not work has been thoroughly understood.
- It helps students to prepare for future lessons.
- It enables more of the curriculum to be covered than lesson time alone would allow.

Homework may involve:

- writing, reading, research, preparation for speaking and listening/oral presentations, drawing, evaluation, revision, practical work, observation, note making, design, writing up experiments or field notes, computer work, preparation for role play, vocabulary learning.
- extra questions or extension work and may vary slightly according to ability.
- extended projects/coursework.

The amount of homework:

- Information on the amount and frequency of homework is sent home to parents at the start of the academic year.
- Homework booklets are issued every half-term and are also available on Frontier. A lesson homework is set every week.
- In Year 7 for the first half term, tasks should be fairly short and simple and the emphasis should be on recording the task in the planner.
- The amount of Homework will increase as the student moves up the school. Projects or coursework may take several weeks to complete but short-term tasks may be set in addition.

TMCS supports students and parents by:

- Setting suitably differentiated tasks.
- Giving each student a Planner which is used to record work set and when it is to be given in.
- Having the expectation that teachers make instructions clear and allow students time to copy tasks down.
- Having the expectation that work is marked regularly and recorded accurately in line with the TMCS marking / assessment policy.
- Offering various opportunities through clubs, study support groups and access to rooms and resources to give students the opportunity to overcome any difficulties.
- Informing parents if a student is having difficulty in meeting deadlines or producing work of the expected standard.

TMCS expects parents to support students and staff by:

- Taking an interest in the work that is being done.
- Checking that the planner is filled in and signed every week.
- Informing the school, via the Form Tutor, Subject teacher, Curriculum Leader if they have concerns that work at home is not being done properly for some reason or that it is taking too long to complete.
- Helping students to organise equipment and time so that things are not left until the last minute or forgotten.
- Arranging suitable quiet working conditions at home.
- Encouraging students to use other resources like newspapers, TV, the internet or the local library and dictionaries.
- Writing a note to the subject teacher if there is a good reason why work is late or incomplete.

If work is not done:

- If there is no good reason here will be a consequence and a date rescheduled for submission, a note may also be written in the Student's Planner.
- For persistent failure to complete work satisfactorily, a detention (C3) will be held at the end of the school day or according to department policy.
- Marks or grades may be reduced.
- Parents/carers will be notified of persistent problems.

Assessment, Marking and Recording

Assessment procedures must always act as a tool for learning.

All departments show opportunities in schemes of work for the following types of assessment:

- **Formative/diagnostic** - what do students need to do to improve
- **Summative** - recording of overall achievement/attainment at critical points, e.g., end of year exams, GCSEs and GCE. This should be moderated.
- **Evaluative** - adjusting lesson plans and schemes of work in light of assessments.

The aim of marking students' work is to:

- let students know what they need to do to improve in order to set realistic goals and targets.
- monitor students' progress and give them an indication of their level of achievement.
- provide information for parents about students' progress.
- acknowledge achievement.

The aim of recording marks is to:

- monitor progress over time.
- provide accurate historic information for students/parents/other teachers.
- provide evidence to support report writing and target setting.

In order to support these aims:

- Teachers are provided with baseline data, attendance and other information such as SEN, EAL, G&T in order to inform their planning and teaching.
- Work will be regularly marked, by teacher or student.
- Work will be marked according to explicit criteria that enable students to understand what they have achieved and, more importantly, what they need to do to improve. When appropriate this will be linked to GCSE/GCE grades.
- Marks, attendance and baseline data should be accessible at all times and will normally be recorded in a planner or mark book which may be electronic.
- At the beginning of each Key Stage a Target Grade will be decided for each student for each subject. This Target Grade will be calculated using baseline data and agreed with subject teachers.

Six times a year all teachers will give a current level for ongoing assessments at KS3, 4 and 5. This assessment is supported by evidence and moderated within departments. These results will be analysed in order to identify any underachievement where intervention may be necessary.

TRACKING GRADES: Information for teachers / students

These marks will be used in ALL subjects:

TRACKING		
	Mark Scale used	What this means:
Tracking Grades for Attainment. (a = high b = medium c = low)	GCSE Grades:	This tells how students are progressing in each subject using GCSE grades 1-9.
	9(a/b/c)	
	8 (a/b/c)	
	7 (a/b/c)	
	6 (a/b/c)	
	5 (a/b/c)	
	4 (a/b/c)	
	3 (a/b/c)	
	2 (a/b/c)	
	1 (a/b/c)	
	0	
Tracking grades for effort, homework behaviour, attendance and punctuality.	Excellent Good Cause for concern Unsatisfactory	This tells how students are doing compared to <u>the whole year group</u>.
MARKING		
On-going classwork and homework marks in books or folders.	Excellent Good Cause for concern Unsatisfactory	This tells how students are doing <u>in class</u>.
Sometimes a teacher will write a GGCSE grade on a piece of work. For example it may		

say '5a'. This means work is at grade 5 and nearly at grade 6. All pupils are set a target grade for the end of each academic year.

DISAPPLICATION

- In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to: allow a student to participate in extended work-related learning;
- allow a student with individual strengths to emphasise a particular curriculum area
- allow students making significantly less progress than other students of their age to consolidate their learning and progress across the curriculum.

POLITICAL EDUCATION

- The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES

- All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-Curricular Activities

- The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are expected to take part in the programme.

KS5	KS3 and KS4	
<u>Att= Attainment</u>	Att = Attainment	
	Grade	Approximate %

The following criteria is based on assessments being applied across the whole year group

<p>A1*,A2*,A3*</p> <p>A1,A2,A3</p> <p>B1,B2,B3</p> <p>C1,C2,C3</p> <p>D1,D2,D3</p> <p>E1,E2,E3</p> <p>U</p> <p>In all cases above 1 is the highest at each grade and 3 being the lowest.</p>	<p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0</p>	<p>95+%</p> <p>90+%</p> <p>80+%</p> <p>70+%</p> <p>60+%</p> <p>50+%</p> <p>40+%</p> <p>30+%</p> <p>20+%</p> <p>These are <u>very approximate</u> percentage guidelines.</p> <p>The actual GCSE grade boundaries <u>vary considerably</u> from subject to subject.</p>
<p><u>E = Effort</u></p> <p>Excellent : Consistently outstanding</p> <p>Good : This is the expected standard</p> <p>Cause for concern : Inconsistent</p> <p>Unsatisfactory : Too little effort shown</p>	<p><u>E = Effort</u></p> <p>Excellent : Consistently outstanding</p> <p>Good: This is the expected standard</p> <p>Cause for concern : Inconsistent</p> <p>Unsatisfactory:Too little effort shown</p>	
<p><u>H = Homework</u></p> <p>Excellent :Always handed in on time</p> <p>Good : The expected standard</p> <p>Cause for concern : infrequent</p> <p>Unsatisfactory : less than 50%</p>	<p><u>H = Homework</u></p> <p>Excellent :Always handed in on time</p> <p>Good : The expected standard</p> <p>Cause for concern : infrequent</p> <p>Unsatisfactory : less than 50%</p>	

<p><u>B = Behaviour</u></p> <p>Excellent : Consistently outstanding</p> <p>Good :This is the expected standard</p> <p>Cause for concern : infrequent</p> <p>Unsatisfactory : Poor</p>	<p><u>B = Behaviour</u></p> <p>Excellent : Consistently outstanding</p> <p>Good :This is the expected standard</p> <p>Cause for concern : infrequent</p> <p>Unsatisfactory : Poor</p>
<p><u>W = General Work Completion (including coursework)</u></p> <p>Excellent : Consistently outstanding</p> <p>Good :All work completely up to date (this is the expected standard)</p> <p>Cause for concern: Several pieces of work incomplete</p> <p>Unsatisfactory : Less than 50%</p>	<p><u>W = General Work Completion (including coursework)</u></p> <p>Excellent : Consistently outstanding</p> <p>Good :All work completely up to date (this is the expected standard)</p> <p>Cause for concern: Several pieces of work incomplete</p> <p>Unsatisfactory : Less than 50%</p>

Curriculum Leaders are responsible for:

- Ensuring work is marked and recorded regularly and thoroughly, recorded marks are accessible at all times and marks are standardised across the department
- Analysing departmental data to identify trends to inform future planning

Department assessment policies give further information.

Year Leaders are responsible for ensuring:

- Progress of year group is monitored
- Underachievers are identified and intervention is planned.
- Overachievers are recognised.

Reporting

Communication with parents is an important part of our home school partnership. Student progress is continually monitored and communicated to parents. This may take the form of written reports, interim reports, parents' evenings, academic tutoring days. Other forms of communication that can be arranged at request of staff or parents are letters home, phone calls and interviews.

Tracking grades are sent home three times a year.

Target setting/Academic Tutoring Days

There is 1 Academic Tutoring Day held each year. On these days students and parents meet with Form Tutors. The first day is held in the Autumn Term when interim reports and baseline data are used to help students to set targets. These targets are then reviewed in the Summer Term when parents receive the written reports.

Parents' Evenings

Each year group has a Parents' Consultative Evening where parents have the opportunity to meet with subject teachers to discuss the progress of their children. At this meeting parents are also supplied with current grades and target grades.

Cross Curricular Literacy Policy

The importance of literacy

All TMCS students have the right to develop an appropriate level of literacy. Literacy gives our students greater power to engage in society; it has a direct impact on their achievement and is critical in terms of assessment. The development of literacy skills is therefore a whole college and cross-curricular responsibility.

ICT is an important aspect of literacy. This includes: reading from the screen; word processing and desktop publishing.

Reading

The culture within the school encourages and supports sustained reading of texts:

- Students are encouraged to read their own books at the beginning of English lessons.
- The FLC has an area designated for quiet and comfortable reading. This is open during lunch times, at break times and after school
- Members of staff act as role models, discussing their reading with students in order to publicise books they have enjoyed and used for research.
- Members of staff aware of and monitor the level of reading material employed in their lessons.

Writing

- Writing is encouraged which is grammatically and technically accurate and shows critical consideration and understanding. In order to encourage such writing:
- Members of staff actively praise and reward written work which meets these standards and good writing is celebrated in displays.
- Students write for a range of purposes; where appropriate reflective discussion of written work takes place.
- Good quality, cursive handwriting is targeted in Year 7 and encouraged in all years.
- Staff focus on spelling, punctuation and grammar, according to the whole school marking policy (this is included in all student and teacher planners; it is also displayed in classrooms).

Speaking and Listening:

- Students are taught to recognise, understand, use and manipulate standard English.
- Students are encouraged to listen sensitively to others and contribute to paired, group and class discussion, as well as participating in presentations to the class or year group.

Approaches to developing literacy

To develop literacy, students are given the basic skills necessary to access texts. Students are identified and developed as follows:

- All students are tested on entry to TMCS to ascertain individual reading and spelling ages: this information is made available to all teaching staff.
- Appropriate targets are set and work is matched to ability. All targets must be SMART i.e. **specific, measurable, achievable, realistic and time related**.
- The SEN Department monitors and supports those students with a reading age of below 10 years, through the Li programme and / or supported reading groups
- Appropriate provision is made for students who need to use: lip-reading or symbols; students are supported by the 'Vision Impairment Service', or 'Hearing Impairment Service'; technological aids in producing written work; aids to allow access to practical activities related to literacy.
- Verbal reasoning and non-verbal tests (CATs) are administered to all Year 7 students on entry. These results are distributed to staff to inform the planning and delivery of the curriculum.

Making literacy part of the curriculum

All staff have a responsibility to ensure that:

- Students are given the skills and guidance to understand and respond to print, electronic and multi-modal texts.
- Literacy is taught consistently across all curriculum areas, with planned use of good quality, appropriate and challenging texts.
- Differentiation of texts is reviewed regularly.
- Members of staff make reference to literacy within annual reports.
- Each department is supported in helping students access the curriculum by members of the SEN Department.
- Spelling and use of subject specific key words are promoted through the curriculum.
- Technical words related to each subject are reviewed during lessons.
- Key words to be used in the lesson are placed on the board at the beginning of each lesson or are visible on displays. Students learn how to spell them and understand a correct definition for each.
- Key words and definitions are visible in the classroom and reinforced in lessons.
- CPD raises staff awareness of the importance of literacy in their subject area.

Cross Curricular Numeracy Policy

At TMCS we believe that the ability to communicate and interpret through numbers is a skill which should be recognised as essential and achievable.

Numeracy development is a responsibility of the whole school.

Aims of Improving Numeracy

To enable all students to:

- Have a sense of the size of number
- Know by heart basic number facts such as number bonds, times tables, doubles and halves, and recall them rapidly
- Use what they know by heart to figure out an answer mentally
- Calculate accurately, both mentally and with pencil and paper, drawing on a range of strategies
- Use a calculator judiciously
- Know for themselves that their answers are reasonable and have strategies for checking
- Explain their methods and reasoning using correct terminology
- Suggest suitable units for and make sensible estimates of measurements

Role of all staff

All staff have a responsibility to:

- Promote a 'can do' culture by avoiding suggesting that numbers are difficult to understand
- Be aware of the numeracy skills necessary for their curricular area
- Be aware of the numeracy curriculum mapping so students are helped to make cross-curricular links
- Be aware how numeracy skills can be developed through the pastoral system (% attendance, PSHE etc)
- Liaise with the Maths department if necessary

Role of Mathematics Department

- The Mathematics Department recognises that it is the largest user of numerical skills in the school and so has a key role in improving standards of numeracy.

It aims to do this by:

- Liaising with year 6 teachers.
- Ensuring schemes of work across Key Stage 3 and 4 develop numerical skills. The department has developed a bank of numeracy activities that can be used in lessons.
- Updating the curriculum mapping each year to show the numeracy requirements of other curriculum areas, and when these areas are covered in maths.

- Supporting other departments/teachers as necessary.
- Year 7-9 numeracy activities delivered throughout the year for students during Tutor time at least one day per week.

This policy has links to other policies, namely:

- **Behaviour for Learning**
- **Equal Opportunities (reviewed by the Personnel Committee)**
- **SEN**