Estyn

Rhagoriaeth i bawb ~ Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Supplementary guidance: Literacy and numeracy in secondary schools

September 2014

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- pupil referral units;
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- local authority education services for children and young people;
- teacher education and training;
- Welsh for adults;
- work-based learning; and
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- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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Inspecting literacy and numeracy in secondary schools

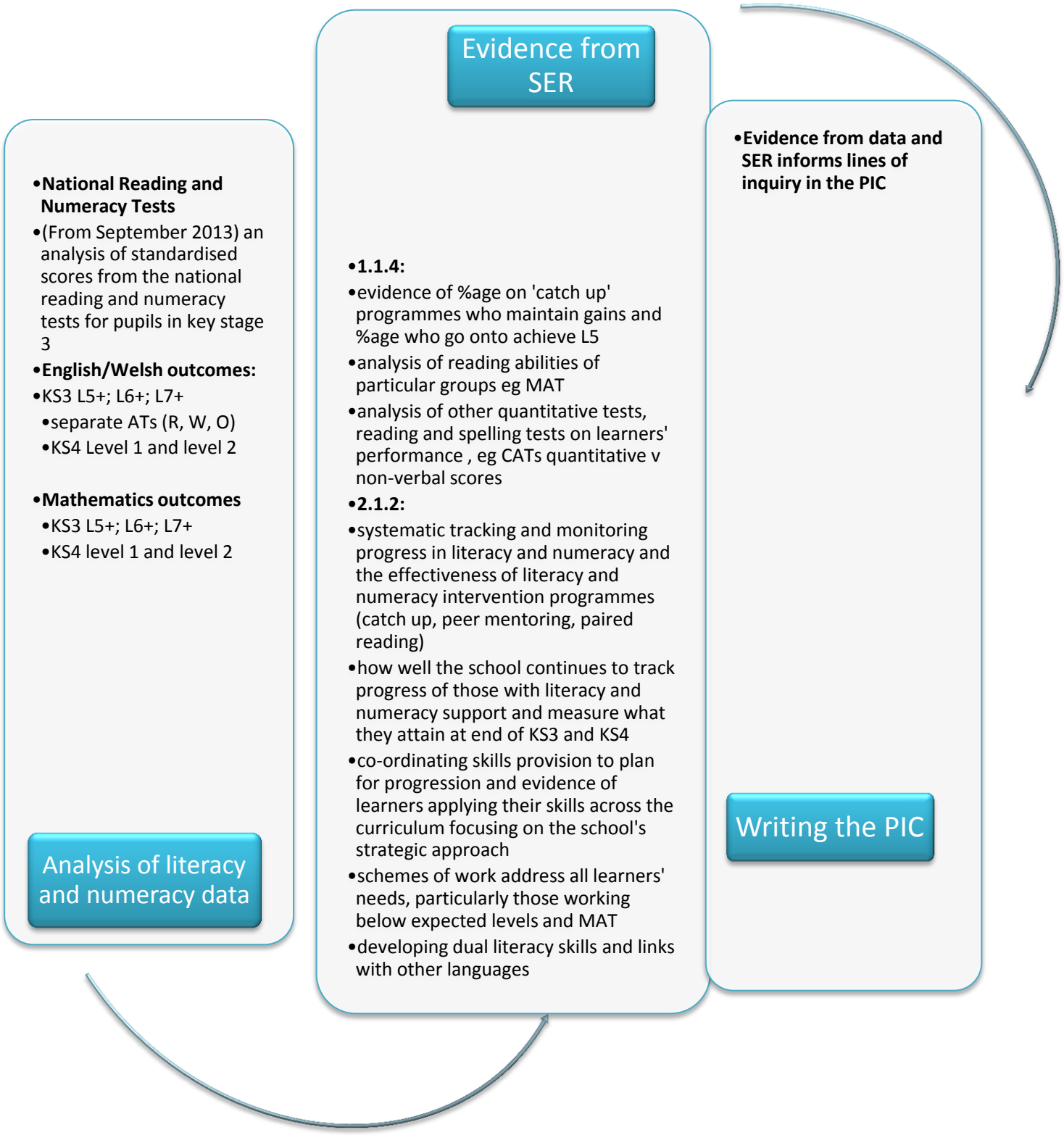
This document contains guidance on inspecting literacy and numeracy in secondary schools. The key tasks for inspectors are to judge:

- the standards of pupils' literacy and numeracy skills;
- whether pupils have the skills needed to **access** the whole curriculum; and
- how well the whole curriculum develops pupils' skills.

You should report on pupils' literacy and numeracy skills in every inspection and, where appropriate, report on any outcomes or indicators that relate to these skills.

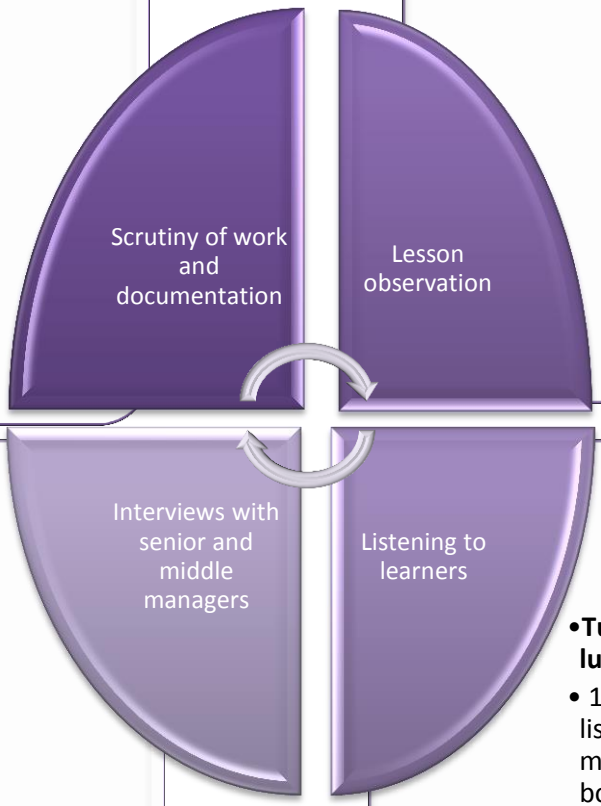
The following guidance is intended to support inspectors in making judgements and in reporting on standards of literacy and numeracy and on learners' ability to use these skills in work across the curriculum. Although, the guidance contains information about the school's provision for literacy and numeracy , you should remember that the main focus should be on the standards achieved by pupils.

Before the inspection



During the inspection

- **Monday 16:00 - 17:00** Year 9 book scrutiny - literacy and numeracy
- **Tuesday** - team meeting discussion on Year 9 books;
- **Wed/Thurs** - discussion on skills following further scrutiny of work from lesson observations, listening to learners and documentation on literacy and numeracy



- **Tuesday/Wednesday**
- 2 inspectors observe literacy and numeracy intervention programme(s) and talk to learners. Record on EF (use E2 and/or E3/E4)
- In lesson observations, use literacy/numeracy prompts and scrutinise a few books (P1)
- in team meetings, discuss literacy and numeracy skills shown in lesson observations, with lead(s) for 1.1.4 and 2.1.2 leading discussion and making notes

- **Tuesday-Thursday**
- literacy and numeracy question prompts for all inspectors' interviews with middle leaders (P3)
- Lead for 2.1 interviews SLT/literacy and numeracy co-ordinator (P2/P4)
- Lay inspector interviews SLT/librarian (P5)

- **Tuesday/Wednesday lunchtime**
- 1 inspector in one of the listening to learners groups may also scrutinise pupils' books (use form E3)

Methodology for inspecting literacy and numeracy skills in secondary schools

Before the inspection

From Data Sets, consider:

- performance in the national reading and numeracy tests in key stage 3;
- the English/Welsh first language and mathematics outcomes at key stage 3 for Level 5+, Level 6+ and Level 7+ trends over three years and comparison with family, FSM benchmarks and prior attainment;
- performance in English/Welsh first language in the separate attainment targets (reading, writing, oracy);
- performance in English/Welsh first language and mathematics at level 1 and level 2 and in relation to FSM benchmarks, family and, where available, value added information; and

From telephone call to headteacher on Stage 1 preparation day, consider:

- high-level analyses of the outcomes of the national reading and numeracy tests; and
- the strategies the school has put in place as a result of their analysis of learners' literacy and/or numeracy levels

From the SER, consider:

- evidence of the percentage of learners on literacy and numeracy intervention programmes who maintain their gains and the percentage who go onto achieve level 5 in English/Welsh first language and mathematics;
- the school's analysis of the reading and numeracy abilities of particular groups, eg more able learners;
- the school's analysis of other standardised tests on learners' performance, eg comparing the CATs quantitative scores against non-verbal scores;
- how well the school plans strategically, co-ordinates skills across the curriculum and plans for their progression;
- how well all schemes of work address the needs of all learners; and
- other evidence provided by the school about standards in literacy and numeracy.

From the School Development Plan, consider:

- whether there are coherent plans for improving standards of literacy and numeracy.

From an analysis of 2.1.2, make comments in the Evaluation section of the PIC on:

- the extent to which the school has a clear strategy for developing literacy and numeracy;
- how well the school co-ordinates skills provision to plan for progression
- the school's systematic tracking and monitoring of progress in literacy and numeracy;

- the extent and effectiveness of literacy and numeracy intervention programmes;
- how well the school continues to track progress of those with literacy and numeracy support and measure what they attain at the end of key stage 3 and key stage 4;
- whether the school provides evidence of learners applying skills across the curriculum;
- how well schemes of work address all learners' needs, particularly those working below expected levels and more able learners; and
- how well the school develops dual-literacy skills and makes links with other languages.

Guidance for inspecting literacy and numeracy

Phone call to headteacher when going over the Pre-inspection Commentary (PIC)

- RI explains the initial hypotheses about literacy and numeracy in the PIC and gives an outline of any further evidence that the team need to look at.

During the inspection week

Monday team meeting

- Nominee to provide information about learners who are on or have been on literacy or numeracy intervention programmes in key stage 3. RI to include some of them among the pupils selected in the listening to learners session and arrange for inspectors to arrange observations of these intervention sessions
- 16:00 – 17:00 Team book scrutiny focused on literacy and numeracy in Year 9 books, particularly from English/Welsh, mathematics, history, geography, religious education,science, design technology and IT. Team to use E1 form.

Tuesday/Wednesday

- During lesson observations, inspectors to use the prompts form P1 to record evidence in the session observation form (SOF) of the standards of pupils' literacy and numeracy skills and how well they apply their skills across the curriculum, and how well teachers provide suitable opportunities for pupils to use and develop their skills. Observation of lessons to include at least one session of a literacy and numeracy intervention programme and brief questions to tutor/teacher of these programmes (see prompts on questions to teachers of intervention programme (form E2). Where possible, speak to learners using the prompts from the E3..

Tuesday – Thursday morning

- Inspector leading on skills to interview literacy and numeracy co-ordinators/SLT member in charge of skills selecting appropriate questions from prompts forms P2, P3 and P4.

- Inspectors leading and 3.1 and 3.2 to include identified literacy and numeracy questions in interviews with middle managers, including the head of English/Welsh first language and head of mathematics (P3).
- Inspector leading on skills or the inspector leading on 2.3.4 to interview teacher in charge of literacy and numeracy intervention programmes to ask specific questions, using the prompts form E2.

Tuesday/Wednesday lunchtime

- In one of the listening to learners sessions, where there are two inspectors speaking to one of the groups, one inspector may ask the pupils selected questions, the other inspector will scrutinise these pupils' exercise books and ask any supplementary questions about the opportunities they have to apply and develop their literacy and numeracy skills across the curriculum. Alternatively, the inspector could take the pupils' exercise books to scrutinise following the listening to learners' session.

Gathering evidence and making judgements

1.1 Standards of literacy and numeracy

Inspectors should:

- consider any analysis of standardised literacy and numeracy scores (or reading/numeracy ages) of particular groups,
- scrutinise evidence of the outcomes and proportions of pupils on literacy and numeracy intervention programmes; and
- look at a sample of lessons and pupils' work to judge how well pupils apply them across the curriculum.

Inspectors should scrutinise samples of work to judge pupils' literacy and numeracy skills are at a level that is appropriate to the task and their ability. They should judge whether learners are over-reliant on support (writing frameworks, worksheets, too much copying of information), that prevents them from developing their independent writing skills. Inspectors should also use opportunities in sessions to evaluate pupils' numeracy skills and how well they apply them, such as in performing mental and written calculations, collecting and interpreting relevant data and accurately measuring using a range of non-standard and standard units.

Tracking and monitoring progress in skills

- How well does the school identify those learners who need additional support for skills and track their progress?
- How well does the school track the progress of individual learners as well as groups of learners at year group, key stage and whole-school level?
- How well does the school set targets for improvement in skills?
- How well does the school continue to track progress of those who receive literacy and numeracy support in key stage 3 and measure what they attain at

end of key stage 3 and key stage 4?
- What is the percentage of learners on 'catch up' programmes who maintain any gains?

2.1 Provision for skills

- Does the school have a comprehensive and well-understood literacy and numeracy policy and strategy?
- Is the development of literacy and numeracy skills a high priority in the school development/improvement plan?
- How well does the school monitor and evaluate pupils' levels of literacy and numeracy skills, and their successful development by staff?
- Doe the monitoring and evaluation arrangements include an analysis of the standards of learners' literacy and numeracy skills in lessons and in books?

Samples of schemes of work – Inspectors should consider:

- How well staff have embedded skills into learning experiences across subjects.
- How well developed are links between subject schemes of work in developing progression in learners' skills, particularly with reference to the national Literacy and Numeracy Framework.
- How well literacy skills gained in English or Welsh first language are reinforced, enhanced and developed further in other subjects.
- How well numeracy skills gained in mathematics lessons are reinforced, enhanced and developed further in other subjects.
- How well staff have planned together so that all practitioners, including learning support assistants, can contribute to the development of pupils' literacy and numeracy skills.

Samples of short term planning, such as lesson plans seen in lesson observations

- How well staff exploit opportunities to develop literacy and numeracy skills

Intervention programmes - Inspectors should consider how well:

- intervention programmes make sure that pupils make good progress and catch up with their peers;
- information about pupils' skills and progress is shared between staff;
- staff adapt teaching and learning strategies for pupils receiving intervention;
- information about assessment is used to provide work that is well matched to pupils' literacy and numeracy needs; and
- assessment is used to inform decisions about whether pupils remain in support programmes or no longer need intervention work.

Key Question 3: Leadership and management

Inspectors should hold **discussions with leaders and managers** to consider how well they initiate and support effective skills strategies and policies across the range of the school's work.

You should consider:

- how well leaders and managers focus on raising standards in skills and if they know how well pupils are progressing, including those receiving targeted support or extension;
- how well staff work as a team in supporting the development of pupils' skills;
- how schools have analysed pupils' and staff's skills to ensure that all subjects identify and provide suitable opportunities for pupils to develop their skills, particularly with reference to the national Literacy and Numeracy Framework and National Support Programme; and
- how far teachers have agreed common approaches to the development of pupils' skills.

You should scrutinise the school's **strategic and operational plans** and other documentation, which relate to the development of pupils' skills. These include literacy and numeracy action plans and evaluations of progress and trends in taking this area of provision forward.

You should consider how well the school has included the monitoring and evaluation of pupils' levels of skills, and their successful development by staff, within its **self-evaluation** and **planning for improvement** policies and procedures.

You should consider the **training** that staff undertake to develop pupils' and their own skills and how this translates into effective whole-school practice, for example sharing work about the marking of pupils' written and presentational skills in subjects and areas of learning.

Evidence forms

Evidence form (E1) for secondary book scrutiny

Provider name & location:		Inspector name:		Number:	
Book scrutiny	Year group and subject				
Marking and assessment					
Is marking up-to-date? Is there a consistent approach to marking within subjects? Are comments on pupils' books diagnostic and do they show pupils how to improve? Where appropriate, does feedback relate specifically to skills development? Do pupils and teachers follow up on comments? Is there self or peer marking and self or peer assessment? Are there many gaps in pupils' books, or missing work?					
Writing skills **How well do pupils:** spell accurately, use a range of spelling strategies? , use punctuation, grammar and vocabulary for clarity and to support meaning and style? use paragraphs effectively to organise writing clearly and link ideas coherently? develop independent writing skills (not over-reliant on support from worksheets)? use a range and quality of extended writing tasks for different purposes and audiences? use language to present material appropriately (word choices? Subject-specific terms?) present work clearly (handwriting or using technology)?					
Reading skills / thinking skills Locating facts, using sources and retrieving information; Reading closely for information; Identifying key points and making comparisions; Analysing and reorganising explicit ideas or information in a passage, identifying patterns; synethsising information and materials from different sources; ***Using inference and deduction – making hypotheses, reading behind the lines, drawing conclusions, understanding the use of bias, irony and ambiguity; understanding multiple levels of meaning;*** Evaluating a passage/ group of texts – linking with prior experience, considering evidence and reliability; Appreciating and analysing content and style, writers' use of language or viewpoint, or reading critically to assess an argument/debate/opinion, ; using a range of information retrieval strategies, e.g. summarise and sequence text (reorder paragraphs or create storyboard), using reference books, index, or note-making grids to select and organise information; using a range of strategies to read for different purposes, e.g. skim, scan, text-marking, highlighting, making					

alternative interpretations reading a range ofg materials, esp. non-literary and media texts, (appeal to boys and girls) ***Research from a range of sources, considering evidence and its reliability, weighing pros and cons.*** ***Depth and breadth of understanding (key concepts, connections, bigger picture)***	
Numeracy / problem solving	
Do pupils use a range of appropriate number skills (for example mental and written calculation skills and appropriate use of the calculator, four rules of number, working with fractions and decimals, ratios and percentages) Do pupils use a range of appropriate measuring skills (for example working with scales, units of measurements, time, angles and symmetry) Do pupils use a range of appropriate range of data handling skills (for example gather information in a variety of ways, record, interpret and present it in charts or diagrams, identify patterns in data and convey appropriate conclusions, select an appropriate graph to display the data, use an appropriate and accurate scale on each axis, and be able to tell the 'story of a graph') Do pupils apply these skills in context to solve real-life problems (points to consider are relevance, challenge, planning, processing and reasoning)	

Evidence form (E2) for interview about literacy/numeracy intervention programme(s)

Provider name & location:		Inspector name:		Number:	
Interview					
What is the structure and frequency of these sessions?					
How do you identify the learners who need support to improve their literacy and numeracy skills?					
What are you doing with the data to improve their skills?					
How effective are your intervention strategies in helping learners catch up with their peers?					
Do teaching assistants and peer buddies who deliver the intervention programme receive appropriate training?					
How is the progress of learners on the intervention programmes communicated to managers and other staff?					
How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes? What strategies does the school use to make sure they use similar strategies and resources in their lessons?					
Other questions:					
EVALUATION					

Evidence form (E3) for listening to specific learners with a focus on literacy

Provider name & location:		Inspector name:		Number:	
Interview	Year groups No. of learners				
Are you making progress in improving your reading and writing skills? How do you know?					
Do you know what you have to do to improve your reading and writing skills further?					
What kinds of reading do you do in subjects?					
Are you given frameworks, such as sentence starters, or sample layouts (eg of letters), to help you improve the structure of your work? Do you find these useful?					
Can you think of examples where you have read and written reports, instructions/explanations, letters and persuasive articles in subjects other than English or Welsh first language?					
Do subjects other than English or Welsh first language help you improve your spelling, punctuation and the way you write sentences and paragraphs?					
Are you given work to complete by yourself/yourselves independently?					
Do you use the library and/or internet or ICT for research? Is this in particular lessons or at lunchtime/after school? Are you given any help in looking for information and reading the information?					
Do you use the library to choose books to read? Are you encouraged in school to read for pleasure?					

For those on intervention programmes:	
Do you enjoy being on an intervention programme to support your literacy?	
Do you think you have made good progress since being involved in the programme?	
Has the programme helped you to improve your reading and/or writing?	
Do any of your teachers use similar resources to those used in the intervention programme in other lessons to help you with your reading and/or writing?	
For those who are no longer on intervention programmes:	
Did the intervention programme help you to improve your skills in reading and/or writing?	
Do you think you are making the same progress in using your reading and/or writing skills as others in your class? If not, why not?	

Evidence form (E4) for listening to specific learners with a focus on numeracy

Provider name & location:		Inspector name:		Number:	
Interview	Year groups	No. of learners			

Can you think of examples where you have used mathematics such as number work, graphs, shape, etc. in subjects other than mathematics? Can you show me examples in your exercise books?	
How often do you use your number work in other subjects?	
Do you feel confident to use your number skills in these subjects? If not, can you think of anything the teacher could do to help?	
Do you know what you have to do to improve your number skills further?	
When appropriate, are you able to use a calculator to solve number problems?	
For those on intervention programmes:	
Is the intervention programme helping you develop your number skills?	
How has it helped? Has it improved your confidence in your lessons?	
Do any of your teachers use similar methods to those used in the intervention programme in other lessons?	
For those who are no longer on intervention programmes:	
Did the intervention programme help you to improve your numerical skills?	
Do you think you are making the same progress in using your numerical skills as others in your class? If not, why not?	
Are there occasions, in any subject, when your understanding is hindered by your uncertainty in applying specific numerical techniques such as using percentages, understanding graph work, using measures, etc.?	

Prompt forms

P1 Prompts for observing literacy and numeracy in lessons

Standards

Literacy

How well do learners:

- listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, audience and purpose)?
- ask questions and think questions through for themselves?
- have a depth and breadth of understanding (understanding key concepts and ideas, making connections between different aspects of the work, understanding the big picture)?
- apply understanding to wider contexts, everyday life, new situation?
- locate, select and use information (reading closely for information, selecting, summarising, identifying key points, synthesising information)?
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, making inferences or prediction, drawing conclusions, discussing, making comparisons, considering a range of interpretations)?
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons, cope with the demands of reading and writing tasks/activities?
- organise and present ideas and information clearly/effectively in their writing (planning, proof-reading, editing/revising work)?
- write accurately (spelling, punctuation, grammar, vocabulary, matching style to purpose and audience); demonstrate a range of good extended writing, creative work, different non-literary text types and problem-solving?
- from different groups respond (boys and girls, different ability groups and disadvantaged learners)?

Numeracy

How well do learners:

- identify and use an efficient strategy for calculations including, mental methods, written methods and use of a calculator?
- explain their thinking to show their understanding of number processes and concepts?
- demonstrate they have a secure knowledge and understanding of number facts (for example, place value, equivalence of decimals and fractions, ordering decimals)?
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately?

- demonstrate an awareness of shape, scale, size and position?
- evaluate data to make informed decisions? Are pupils able to collect, organise and analyse data effectively?
- apply their skills accurately when working independently and with others?
- evaluate their solutions?
- cope with the mathematical demands made in the subject?
- draw on skills and concepts learned previously?

Aspects of good practice in teaching

How well do teachers:

- plan well for literacy and numeracy provision and clear progression (e.g. provide progressively more challenging activities in key stage 3 which build on learners' prior experiences and extend their skills)?
- demonstrate good use of language to help the development of learners' numeracy, reading and writing skills?
- use role-play, drama and collaborative group work before writing to extend learners' thinking?
- use probing questions to improve learners' understanding?
- encourage pupils to talk about and explain their work, look for patterns, interpret and draw valid conclusions?
- ask pupils to explain their thinking and help them to elaborate on their answers and make learning connections (eg between types of numbers - fractions, decimals and percentages)?
- encourage paired and group reading, which helps 'active' participation in literacy and numeracy activities?
- develop learners' higher-order reading skills (in helping learners to use their comprehension and information retrieval skills to retrieve and synthesise information from a range of texts, charts, tables, graphs etc, using skimming, scanning, inference, deduction, prediction, alternative interpretations)?
- directly teach reading and writing skills for particular tasks (for example developing learners' proof-reading and re-drafting skills; helping in spelling subject-specific terminology; using scaffolding/modelling to support development of writing skills; and giving specific guidance on how to develop and apply dual literacy skills)?
- make effective use of 'buddy' systems where learners read each other's work and edit for accuracy?
- how well does the environment of the classroom celebrate and promote literacy and numeracy skills (eg displays of subject-specific vocabulary; model responses for numeracy and writing tasks)?
- identify opportunities to support pupils' number skills and mental agility?
- use technology, including tablet computers, calculators and spreadsheets, in appropriate and effective ways?
- make connections ?
- use the number system and appropriate methods to improve accuracy in measurement, calculation and graphical work?
- use mathematical information to improve pupils' reasoning and problem-solving skills?

P2 Questions for the senior manager overseeing the literacy and numeracy co-ordinators

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view on standards of literacy and numeracy in the school?
2.1	What actions have you taken to promote the development of literacy and numeracy throughout the school? How are you planning to develop learners' skills?
2.1	How well is this literacy and numeracy work co-ordinated and managed? What is the impact of the school's literacy and numeracy policy in helping learners to develop skills systematically, over time and in a broad range of contexts?
2.1	How are you planning to develop pupils' literacy and numeracy skills progressively with reference to the national Literacy and Numeracy Framework?
2.1	Are there any barriers preventing pupils developing good literacy and numeracy skills?
2.1	How do you ensure the curriculum provides appropriate opportunities for learners to develop their skills?
2.2.2	How do you track and monitor pupils' progress in literacy and numeracy?
2.2.2	Is information on pupils' skills developments shared effectively between key stages?
3.2.1	How do you review and evaluate the impact of your literacy and numeracy policy?
3.4	What training and support have all staff received to improve literacy and numeracy?

P3 Questions on literacy and numeracy for interviews with middle managers

Select the most appropriate questions, according to lines of inquiry:

2.1	How well do you plan opportunities for learners to apply and improve their literacy and numeracy skills?
2.1	How are you using the national Literacy and Numeracy Framework in planning opportunities to develop pupils' literacy and numeracy skills?
2.1	How well do you work with the English/Welsh and mathematics departments to agree common teaching and learning strategies for literacy/numeracy?
2.1	What factors are preventing pupils developing good literacy and numeracy skills?
2.2.1	Do staff in your subject area understand how best to support those with low literacy and numeracy skills?
2.2.1	Are you aware of the teaching and learning strategies and the resources used in the literacy and numeracy intervention programmes? Do you use similar strategies and resources in your lessons?
2.2.1	How well do you provide sufficient challenge for more able and talented learners in literacy and numeracy?
2.2.2	Explain how you support pupils' literacy and numeracy skills in your marking and assessment of their work?
3.2.2	What impact has the whole-school literacy/numeracy policies had in improving learners' literacy and numeracy skills in your subject area?

P4 Questions for the literacy/numeracy co-ordinator

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view of standards of literacy and numeracy in the school?
1.1.4	How much difference are you making to learners' progress and development, in particular pupils involved in intervention and support programmes?
2.1	How do you plan to raise standards in literacy and numeracy?
2.1	How do you identify and map skills and develop them progressively?
2.1	How are you using the national Literacy and Numeracy Framework to develop these skills progressively?
2.1	What is the impact of the school's literacy and numeracy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
2.1	What factors are preventing pupils from developing good literacy and numeracy skills?
2.1	What is the format and frequency of intervention sessions?
2.2.2	Do you know how well learners are progressing, including those receiving targeted support or the more able?
2.2.2	How do you identify the learners who need support to improve their literacy and numeracy skills?
2.2.2	How is the progress of learners on the intervention programmes communicated to managers and other staff?
3.2.1	How do you ensure that all staff teach literacy and numeracy skills consistently?
3.2.2	How effective are your intervention strategies in helping learners catch up with their peers? How do you review and evaluate the impact of literacy and numeracy initiatives?
3.2.2	How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes?
3.3.1	What are you doing to improve the development of pupils' skills during transition from key stage 2 to key stage 3 and from key stage 3 to key stage 4?
3.4	What training do you provide for support staff, learning coaches and other mentors so there is a consistent approach to the development of pupils' skills?

P5 Lay inspector prompts for literacy

Interview librarian/senior teacher responsible for resources

2.4 Learning environment

Reading resources

- Ask about the range of reading resources available to all learners – is there a wide range of books and non-book information sources, including non-fiction and media, appealing to boys as well as girls?
- What criteria are used to buy resources?

Use of the library

- How often do learners use the library for research and for enjoyment?
- Do staff in all subject areas use the library to extend the work that learners do in class?
- What help do you give learners to find information and read?
- How is the library used outside lesson times?
- Is the library regularly and successfully involved in supporting and promoting school initiatives to motivate learners to read and develop their literacy skills (for example homework clubs, reading circles, shadowing the Carnegie Medal book award, TES Lit Quiz, and young writers' groups)?
- Is the library linked to local library services or used by the wider community?

During tour of school

- Does the library have accommodation that is attractive and accessible to learners in and out of school hours?
- Observe in classrooms and the corridors to judge how well the environment celebrates and promotes literacy skills (eg through displays of subject-specific vocabulary, modelled responses for writing tasks).

Whole-school literacy: questions could be asked by RI/lead for 2.1.2 and 3.1

- Do you have a good understanding of the literacy levels of learners so that reading materials are pitched at the right level to meet the needs and interests of all learners?
- How effective are your links with subject leaders and the literacy co-ordinator to ensure that reading resources are suitable for all learners and help them to make progress?
- What is your involvement with the school's literacy policy and strategies? Is the library central to the school's drive to foster reading for pleasure and for learning?

P6 Prompts for all inspectors to consider in a bilingual or Welsh-medium school

Inspectors should consider the questions below when inspecting and reporting on pupils' ability to switch from one language to another, applying their Welsh and English literacy skills across the curriculum.

1.1 Standards

- Do pupils who join the school with little or no previous competence in Welsh achieve well?
- Do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?
- Are pupils developing increasing confidence in using dual literacy skills, particularly in switching between languages?
- Are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?

2.1 Learning experiences

- Is there continuity between and across key stages in terms of pupils' experiences in Welsh and the extent of Welsh-medium provision?

2.2 Teaching

- Do teachers provide good opportunities and support to develop pupils' dual literacy skills?

2.4 Learning environment

- How well are bilingual displays and key terminology used to reinforce pupils' dual literacy skills?

P7 Questions to ask in relation to English as an additional language

1.1/1.4 Standards/skills

- Do pupils with EAL attain standards in line with their ability and/or stage of language acquisition?
- Do pupils apply their literacy skills in work across the curriculum in line with their ability and/or stage of language acquisition?

2.1 Meeting the needs

- Is there a whole school policy for supporting pupils who learn English as an additional language (EAL), and, if so, is it implemented consistently?
- Do EAL pupils have full access to the curriculum?
- How are in-class and withdrawal sessions, where applicable, structured to meet the specific needs of EAL pupils?
- How does the school meet the needs of EAL pupils when no specific support teaching is available?

2.2 Teaching

- Do staff use information about the languages spoken by the pupils?
- How does the school use pupils' first language to support learning?
- How effective is the liaison between EAL staff and mainstream staff?
- How does the school target the success of its EAL provision?
- Does the tracking include an analysis of attainment/achievement?
- Do staff use information to identify targets for improvement in standards and provision?

2.3 Care, support and guidance

- How does the school assess the needs of EAL pupils when they may be considered as also having additional learning needs, for example, special educational needs or when they are more able and talented?

2.4 Learning environment

- Is the environment welcoming for EAL pupils?

3.2 Involvement in professional development

- What training have mainstream staff undertaken to help them understand the learning needs of pupils with EAL?

3.3 Partnerships

- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh first language?

Annex 1: Good practice in the leadership and management of literacy and numeracy

This is shown in schools where:

- the headteacher is directly involved in driving up standards in skills to give status to the work throughout the school and to ensure it is a whole-school priority;
- there is a whole-school literacy and numeracy strategy and a senior manager responsible for literacy for numeracy throughout the school;
- leaders and managers make certain that there are high expectations for pupils' achievement, expressed as challenging individual, class and whole school targets;
- developing pupils' literacy and numeracy skills is a regular part of the school development plan and where managers maintain a well-informed overview of literacy and numeracy work;
- senior managers have a well-planned programme to review and evaluate the impact of literacy and numeracy initiatives and where they use the findings to plan for further improvement;
- staff with leadership responsibilities have allocated time to plan with all staff, provide support, monitor and review and report on literacy and numeracy to the senior management team and governors;
- senior managers regularly review and sample pupils' work and feedback findings to all staff;
- all key staff have a sound knowledge of the learning and teaching of literacy and numeracy;
- staff receive regular and relevant training for teaching skills and are involved in literacy and numeracy initiatives;
- the school uses a wide range of intervention strategies that have a proven track record so that pupils can be helped to catch up with their peers;
- there is good deployment of support staff so that they make a full contribution to supporting pupils' skills;
- there are strong links between secondary schools and their partner primary schools so that pupils' transition is seamless; and
- there is frequent monitoring and thorough evaluation to make certain that the learning and teaching of skills are as good as they can be.

Annex 2: Overview of good practice in provision for literacy

In **key stage 3**, pupils should build on the skills, knowledge and understanding acquired in their primary schools. In **key stage 4**, pupils should build on the skills acquired and developed in key stage 3. There should be a balanced and progressively challenging approach to developing good literacy skills in every subject area.

Good planning for oracy is shown in schools where:

- there is an extended range of opportunities for using oracy so that pupils rehearse their work before completing reading and writing tasks, as well as strategies such as 'talk partners' and role play;
- oracy, is integrated with reading and writing into high quality schemes of work that includes clear teaching objectives and the specific knowledge, understanding and skills that pupils should gain
- there are opportunities for pupils to talk about their own and others' writing and understand how language is used for effect; and
- drama and collaborative group work are used to encourage pupils to express their opinions and extend their thinking ;

Good planning for reading is shown in schools where:

- pupils' fluency and accuracy in reading is developed;
- a **range of approaches** is used to improve pupils' fluency and comprehension skills: such as **shared and group reading**; **guided reading** (the teacher models ways of exploring texts to test pupils' reading strategies by clarifying, predicting, asking open-ended questions and summarising); and **paired reading** (working with a partner reading at a similar ability level or older child reading with a younger child);
- a wide range of interesting and varied texts (poetry, prose, drama, non-fiction and media texts) are chosen to encourage pupils' personal response and extend their understanding;
- staff provide reading lists and initiatives that encourage pupils to read independently and to explore a wide range of books beyond their favourite authors and kinds of texts;
- there are progressively more challenging texts in key stage 3, which build on pupils' prior reading experience and extend their reading skills;
- pupils' higher-order reading skills (moving up from locating facts, using inference and deduction to evaluating and analysing the content and style of texts) are progressively developed;
- pupils are encouraged to read for different purposes through strategies such as skimming, scanning and marking the text, as well as making alternative interpretations and using note-making grids to research from different sources;
- there is good attention made to the development of library and information retrieval skills and staff plan regular opportunities for pupils to use school and public libraries and the internet for pleasure and research; and
- a wide range of information retrieval strategies is used, including information and communication technology (ICT) effectively to select and organise information.

Good planning for writing is shown in schools where:

- at all stages, planning includes writing for in different forms and for purposes and audiences and pupils write in response to a wide range of stimuli;
- in key stage 3, work focuses on the stylistic features and characteristics of different kinds of writing, including informal and formal modes of writing;
- there is progressive development of the skills pupils need to express and organise ideas, using different sentence structures, paragraphing and layout of texts;
- there is a focus on words and their meaning so that pupils learn to extend their vocabulary and to express themselves with increasing precision;
- there are opportunities for pupils to talk about their own and others' writing and understand how language is used for effect;
- shared and guided writing is developed (through teacher demonstration, and class discussion), to support pupils' independent writing skills;
- attention is given to planning extended writing, including drafting, revising, proofreading and polishing pieces of written work, using ICT where appropriate;
- there is a focus on dictionaries, word walls and strategies to understand subject-specific vocabulary and extend pupils' vocabulary; and
- there is a focus on accurate punctuation and grammar, and on developing a range of strategies for spelling.

What would you expect to see?

- A rich and dynamic literacy environment where speaking and listening, reading and writing are all given high status;
- Plenty of good-quality opportunities for pupils to show high-order reading skills and good quality writing in all areas of the curriculum;
- Good quality displays of a wide range of texts illustrating the forms and purposes of writing, and pupil-generated examples celebrating best work;
- The use of drama and role-play and approaches such as hot-seating;
- Practitioners who are good language role models for speaking and listening, reading and writing;
- Practitioners who support the development of good literacy skills in all areas of the curriculum, for example by using a common vocabulary and marking policy consistently, and teaching the conventions of different kinds of writing used in their subjects;
- The specific aspects of reading and writing to be developed progressively throughout the school are clearly identified so that staff know which skills are to be taught and when; and
- The development of reading and writing skills is strongly embedded in all areas of learning/subject schemes of work and lesson plans.

Teachers of English/Welsh first language should:

- provide a good coverage of a rich and wide range of literary and non-literary texts and media across different genres and forms to develop reading and writing to high levels;
- be aware of the range of writing for different purposes used in other subjects and provide assistance and advice to other departments, so that a consistent approach is used in all subjects where appropriate; and

- plan reading and writing tasks and activities to become increasingly more challenging and complex and enable pupils to develop and refine their literacy skills.

Teachers of subjects other than English/Welsh first language should:

- know the reading abilities of different pupils, so that reading materials and tasks studied in subjects are pitched at the right level, in terms of length and challenge;
- teach and explain the meaning of subject terminology and, in bilingual schools, develop opportunities for dual literacy;
- ensure that pupils read from a range of sources, including the internet, and carry out research independently;
- discuss and develop ideas orally with pupils before asking them to write;
- teach pupils directly the conventions of the kinds of writing that are used in their subjects;
- help pupils to develop their ideas through judicious use of 'writing frames' or 'scaffolds' that help pupils structure and extend their writing and reduce this support as pupils are able to be independent;
- plan reading materials and writing tasks that will appeal to boys' and girls' interests, including hobby and sport related materials and graphic writing, where appropriate;
- plan opportunities for pupils to use their developing reading and writing skills according to the nature of the subject, such as applying their higher-order reading and research skills to their studies in history and geography or writing up investigations in science; and
- help pupils to write accurately by giving attention to spelling, punctuation, vocabulary, sentence structure and the expression of ideas relevant to writing in their subjects.

For more information on opportunities for literacy in the teaching and provision for each National Curriculum subject, please refer to Estyn's supplementary guidance on inspecting skills.

Annex 3: Overview of good practice in provision for numeracy

There should be a balanced and progressively challenging approach to teaching numeracy, including:

- continuing to develop pupils' use of the number system to ensure that pupils calculate fluently with all four number operations;
- developing pupils' mental calculation strategies alongside their written methods;
- developing pupils' estimation and checking strategies;
- developing pupils' accuracy when measuring;
- continuing to develop pupils' knowledge of 2D and 3D shapes and their properties;
- providing opportunities for pupils to collect, represent, discuss, interpret and explain data from a variety of sources; and
- developing pupils' ability to reason and communicate mathematically, using appropriate mathematical language.

Good practice in the teaching of number

For pupils' numeracy skills to develop quickly at the start of key stage 3, teachers need to build effectively on the progress pupils have made by the end of key stage 2.

In particular, key stage 3 teachers need to:

- develop pupils' understanding of the number line;
- establish appropriate mental and written methods of calculation;
- teach pupils to use calculators effectively;
- extend pupils' understanding of ratio and proportion both in number and in algebra, shape, measures and data handling;
- increase pupils' ability to construct and manipulate algebraic expressions and formulae; and
- show pupils how to use instruments accurately and understand the degree of accuracy of measurements.

In many secondary schools, average and below-average pupils often have a poor knowledge and understanding of number facts and are unable to recall their tables well enough. This lack of ease with number limits pupils' ability to do many aspects of mathematical work and the difficulties they face in making calculations quickly and confidently get in the way of their understanding of other concepts, such as area. All pupils will gain from having regular opportunities to revisit and develop their mental and written skills.

Learning is most effective when pupils:

- recount both facts and strategies for mental calculation;
- explain their strategies, and comment on the strategies of fellow pupils;
- develop their mathematical vocabulary;
- reason and generalise; and
- apply calculation and estimation skills and interpret data in everyday contexts.

All teachers need to look for ways to give regular and systematic attention to developing and applying mental and written skills in number work through direct, interactive teaching and ensuring that all pupils are highly engaged and interested in lessons. Leaders in secondary schools need to work with all departments to map where and how numeracy skills can be taught and developed in line with subject needs to develop a whole-school approach. The aim is to develop numeracy skills that can be applied in a range of learning situations.

What would you expect to see?

- A rich and dynamic learning environment where numeracy is given high status
- Plenty of good-quality opportunities for pupils to apply their numeracy skills in all areas of the curriculum
- All practitioners, including support staff, are involved in the initial stages of planning for numeracy.
- Good quality displays and visual prompts illustrating the forms and purposes of mathematics
- Staff exploit the use of ICT to support pupils' numerical and problem solving skills. The use of real-life purposeful investigations to solve mathematical problems.
- Plans progressively develop pupils understanding of 'number' and 'shape and space', in ever-more challenging and complex ways using high quality resources.
- Schools plan effectively for the progressive development and reinforcement of pupils' numeracy skills and mathematical language across a variety of practical and relevant contexts including the outdoors.
- Staff challenge pupils' thinking and understanding by asking probing questions.
- Staff use consistent strategies and appropriate resources to develop pupils' mental and written techniques.
- Pupils are encouraged by all staff to use a range of checking strategies including mental estimation, approximation and inverse operation.
- Schools quickly and accurately identify pupils in need of additional support for numeracy and provide specific programmes to address these concerns.
- Staff are good mathematical role models for problem solving and mathematical language.

In key stage 4, pupils should build on the skills acquired and developed in key stage 3. There should be a balanced and progressively challenging approach to developing good numeracy skills in every subject area.

Teachers of mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a consistent approach is used in all subjects where appropriate;
- provide information to other subject teachers on appropriate expectations of learners and difficulties likely to be experienced in various age and ability groups;

- through liaison with other teachers, attempt to ensure that pupils have appropriate numeracy skills by the time they are needed for work in other subject areas; and
- seek opportunities to use subject data and context from other subjects in mathematics lessons.

Teachers of subjects other than mathematics should:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly;
- be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills;
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups; and
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

For more information on opportunities for literacy in the teaching and provision for each National Curriculum subject, please refer to Estyn's supplementary guidance on inspecting skills.

Annex 4: Prompts for evaluating the effectiveness of transition between primary and secondary schools

- Is there continuity across key stages 2 and 3 in using the most effective teaching methods and forms of classroom organisation for learning?
- Do staff from primary and secondary schools share information about pupils' prior achievements and learning needs in literacy and numeracy so that teaching can be pitched at the right level and work is challenging?
- Do staff in secondary schools know what texts pupils have read before, in class and on their own, in order to plan increasingly challenging reading as the next step?
- Is staff's knowledge of pupils' writing abilities based on first-hand evidence of pupils' work, to ensure that pupils make further progress when they change schools?
- How effectively do primary and secondary school staff assess and moderate the work of Year 6 pupils?

Annex 5: Prompts for evaluating the school's work to meet the needs of different groups of learners in literacy

Evaluating the school's work to tackle the underachievement of boys 1.1/1.2

- Is there a clear focus on **which boys** are underachieving?
- Does oral work precede reading and writing so that it helps to rehearse and better prepare all pupils for tasks?
- Are all pupils helped to gain confidence in their literacy work and are they shown how to be successful, which is particularly important for boys as they need to see themselves as writers?
- Are writing tasks clearly structured and purposeful, and is each stage explained to pupils so that they know what they must do?
- Do pupils write for real audiences, which promotes pride in spelling and presentation?

2.2

- Are lessons well planned with clear achievable aims that are shared with pupils and do pupils have a variety of stimulating activities?
- Do staff use approaches such as role play, drama and collaborative group work used to aid pupils' learning?
- Is there careful selection of materials, including fiction and non-fiction, media and moving image texts, that appeal to boys and girls?
- Do staff use strategies, such as peer-mentoring and paired reading programmes, that help all pupils to make progress?
- Do staff use resources, such as writing frames and templates, effectively and judiciously to support pupils' learning?

- Is there close monitoring of pupils' work with specific support for pupils who need help with organising their work?
- Do all pupils receive detailed feedback from staff about their work, which is particularly motivating for boys?
- Is there a keen emphasis on pupils checking their own work for accuracy and improved expression, matching their achievements to clear criteria?
- Is technology used to motivate and enable communication, reading and research?
- Are the seating and grouping arrangements in lessons varied and organised according to different criteria, so that these aspects bring maximum benefits to boys' and girls' learning?

2.4

- Do staff challenge perceptions of gender stereotypes about reading and writing?

Evaluating the school's work to meet the needs of less able pupils

- Are pupils who have difficulties with reading and writing identified at the earliest opportunity?
- Do they receive effective additional support according to their needs in reading and writing?
- Do they receive enough help to enable them to become willing and competent writers?
- Can the school show that pupils make suitable progress according to their ability?
- Does the school continue to track pupils' progress so that they can analyse the benefits of intervention programmes and ensure pupils continue to make progress?

Evaluating the school's work to meet the needs of more able and talented pupils

- Are more able and talented pupils stretched to work at their highest level of ability?
- What arrangements are in place to encourage them to read widely and ambitiously?
- What kind of writing tasks are set that require research and high-level skills in original fiction, discursive, persuasive and polemical writing?

Annex 6: The Literacy and Numeracy Framework, National Support Programme and national reading and numeracy tests

Estyn does not expect schools to have completed building the Literacy and Numeracy Framework (LNF) into all their curriculum and lesson planning and delivery from September 2013. However, inspectors will expect schools to have robust plans in place and to be making good progress towards that end.

Estyn has no preferred model for the way schools implement the LNF. Inspectors will judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work for all pupils.

The English version of the LNF is available here: LNF – English
The Welsh version of the LNF is available here: LNF – Welsh

The Learning Wales website contains useful information about the LNF, National Support Programme and the national reading and numeracy tests.

Each year, pupils in key stage 3 will sit statutory national reading and numeracy tests. Results from the tests will allow schools to measure the progress of pupils in Year 7, Year 8 and Year 9 and to compare their school's performance at national level. Inspectors should use the school's analysis of performance in the tests and other relevant data as a starting point before the further evaluation of pupils' literacy and numeracy skills that can be gained on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. In particular, inspectors should consider how the school is analysing the data on particular groups of pupils who have weak literacy and numeracy skills and using this information to support these pupils eg through intervention programmes. Inspectors should consider the progress these pupils make in intervention programmes and their attainment at the end of key stage 3.

The numeracy test will comprise of two components – a procedural test and a reasoning test. Pupils will take the reasoning test from May 2014.

The reading test will require pupils to read and answer questions about three texts.