

Case study

Somerton



Llywodraeth Cymru
Welsh Government

Somerton is an English-medium primary school situated in a Community First area of Newport. Of the 174 learners currently on roll, 78 per cent of students live in rented accommodation, 63 per cent are eligible for free school meals, a number which is rising, and there is a rising number of learners with English as a second language.

When the National Literacy and Numeracy Framework (LNF) was introduced, an action plan was developed with support from the school's NSP partner outlining the method for developing and implementing the framework through the school, and a team of coordinators was appointed to lead on and support implementation.

Since implementing the LNF, attendance has risen by 4 per cent in the last three years, a significant increase thought to be a result of a more engaging and enjoyable curriculum. New displays were provided around the school to showcase the LNF and specific skills involved. Each display has a key question in order to motivate children, and displays have interactive elements so learners can write on them.

In order to raise awareness of the LNF, Somerton worked with other schools within the cluster to create workshops for governors and for parents. Through this engagement parents are now able to better support their children with literacy and numeracy at home.

Fiona Rutledge, Headteacher at Somerton when the LNF was being embedded, said:

'Staff meetings and planning meetings are now being utilised more effectively to ensure that progress is being made on a regular basis. The literacy and

numeracy coordinators are ensuring that skills are planned and monitored through medium term planning and shared throughout the school. In order to maintain a consistent approach to the LNF throughout the school, an electronic portfolio of evidence is used to highlight skills, and staff ensure that marking relates to skill development.'

Using a literacy and numeracy skills planner at the beginning of each half term, the leadership team takes a key focus and identifies the LNF skills they want to address going forward. The initial step is to teach skills in mathematics and English lessons, and then apply those skills across the curriculum and develop them through focus tasks. The school works towards a parents' event using the skills that have been developed each term, which gives a sense of occasion, and develops a meaningful real-life context for the children.

Fiona noted that:

'Since implementing the LNF, skills and lessons are planned involving all staff as well as learners, ensuring that each child feels an ownership for that skill and feels stimulated and inspired. The designated leadership team provide demonstrations for staff based on teaching specific skills, which has been particularly beneficial in supporting staff who take groups of children out for additional support.'

In terms of assessment, the school uses an LNF diagnostic tool to set half termly targets which teachers and learners work on in their classrooms. LNF portfolios showcase learners' work but are also used to standardise and moderate the LNF work being created to ensure they are being

produced to the same standard as workbooks in the classroom. The leadership team regularly monitor the original action plan to ensure it is being evaluated. LNF targets are now included

on the end of year reports for each student, which helps monitor each learner's progress, and next steps.