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A Strategy to Improve Outcomes in Literacy and Numeracy

Every School a Good School

Department of Education
www.deni.gov.uk
AN ROINN Oideachais
MÄNNYSTRIE O Lear

Ministerial Foreword

Growing the economy is a top priority for the Executive and this requires a well-educated workforce. This requirement is just one of the many reasons why it is difficult to overstate the importance of the skills of literacy and numeracy. They are vital to the success of our children as they progress through school and beyond into further learning, work and life. They are, and deserve to be, a key focus of our work to build on the undoubted strengths that exist in our system, whilst also improving provision where it is not good enough. The skills of literacy and numeracy are key drivers for the future growth of our economy, which will continue to be underpinned by the quality of our school leavers. For this reason, as we experience great pressures to live within the limited resources available, I am absolutely determined to ensure there will be no dilution of the focus on our core business of delivering high quality education and raising educational standards.

In this strategy, I am bringing a renewed focus to the importance of literacy and numeracy and to the centrality of teachers – and providing clarity on the roles of those who support them. The skills of literacy and numeracy are so essential to delivering the curriculum that helping children and young people to develop and improve them can never be seen as something additional, rather it is at the heart of what good teachers do every day.

The strategy has been developed with an explicit recognition of the needs of all children, whether they are learning through the medium of Irish or of English. The needs of pupils will differ, with Irish-medium settings providing a different set of opportunities and challenges in a more complex linguistic setting. To take account of this, a working group considered the issues relating to literacy and numeracy in Irish-medium education and I would like to acknowledge their hard work and dedication. This way of working, with the needs of the Irish-medium sector being considered as an integral part of the policy development process, was recommended in the Review of Irish-medium Education, and is a more effective, efficient and equitable approach to policy making in the interests of all pupils.

This strategy is another key element in a series of interlocking reforms I am bringing forward. Focusing on what happens in school communities, *Every School a Good School – a policy for school improvement*, launched in April 2009, has, at its heart, raising standards in every school. The revised curriculum and assessment arrangements are centred on literacy and numeracy. This strategy brings these strands together and sets out exactly how, by supporting the work of schools, we will raise standards in literacy and numeracy and close the achievement gap. Our work on a North-South basis to address underachievement in literacy and numeracy across the island is another important way in which we share best practice and make maximum use of the resources, human, financial and material, that are available to us.

In the primary phase, by abolishing the Transfer Test, I have removed the burden that was placed on teachers by the pressure to teach to that test. Year 7 children are now benefitting from a curriculum that has empowered teachers. They have not had their curriculum distorted by an inequitable and unfair state-run testing process. The Transfer Guidance that will apply into the future reaffirms our commitment to a non-selective system of transfer from primary to support a system of post-primary education founded on equality, opportunity and excellence. This strategy is about raising standards in literacy and numeracy and selection is not necessary to achieve that, as demonstrated, for example, by Finland, which appears at the top of international surveys of literacy and numeracy.

This strategy recognises that teachers are the key to raising standards by meeting the needs and aspirations of pupils through high-quality teaching and learning. It recognises the particular importance of the teaching of literacy and numeracy and sets out in greater detail how teachers are to be supported in this vital work. It also recognises that teachers need to have flexibility to draw on their professional judgement and use a broad and balanced range of approaches to developing literacy and numeracy. Too often there is a risk that one approach is over-emphasised to the detriment of others; teachers must be supported to develop their pedagogy and problem solving skills in ways that ensure every pupil can achieve to her or his full potential.

I believe that the approach set out in this strategy, rigorously and consistently applied, will benefit all pupils. We need to focus on the solutions to underachievement by applying *Every School a Good School – a policy for school improvement*, concentrating on embedding the curriculum, and following the approach to developing pupils' literacy and numeracy set out in this strategy.

Caitríona Ruane MLA

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1. Introduction

1.1 The vision of the Department of Education (DE) is “to ensure that every learner fulfils her or his full potential at each stage of their development.” Fulfilling this vision is underpinned by the emphasis placed on the five pillars identified as priorities by DE:

a. raising standards for all;
b. closing the performance gap, increasing access and equity;
c. developing the education workforce;
d. improving the learning environment; and
e. transforming education management.

1.2 To address the five priorities above and tackle the variations in outcomes achieved by pupils, a range of policies has been put in place. This suite of policies is designed to fit together in a way that ensures that the personal characteristics or background of a pupil do not adversely impact on her or his achievement. There can be many influences on pupils’ achievements, for example their socio-economic background, gender, whether they have a special educational need and/or a disability, are looked after children, are newcomer pupils, or come from the Traveller Community. Other barriers to learning that pupils may face may be linked to their sexual orientation or race or whether they experience domestic or sexual violence. Coming from a community that does not have high aspirations for itself and its young people can also be detrimental to a child’s achievements.

1.3 This strategy is being brought forward in an environment where the curriculum is no longer distorted by a state-sponsored transfer test, as it was in the past. Academic selection is not necessary to achieve high standards as evidenced, for example, by the consistent appearance of Finland among the top performing education systems. Removing academic selection/rejection from our Transfer procedures means teachers are no longer distracted by the need to prepare children for an unnecessary and inequitable test. Instead, teachers have been empowered to provide high quality teaching that meets the needs of each individual pupil; this is at the heart of how we will raise standards for all our children.

1.4 When our young people leave school they take their place in a society that is more globally connected and technologically complex than ever before. A solid foundation in literacy and numeracy is absolutely essential to ensure they can contribute effectively to the economy and society and live fulfilling lives.

1.5 It must be a central purpose of our schools, supported by parents, to ensure that pupils develop the necessary literacy and numeracy skills to succeed at school and later on, in life and at work. In developing literacy and numeracy it is essential that, after 7 years of primary education, children have developed a firm foundation in these skills and that, after 12 years of compulsory education, all young people leave school competent in reading, writing, talking and listening and in using mathematics.

Our aims

1.6 The aims of this strategy are to:

a. support teachers and school leaders in their work to raise overall levels of attainment in literacy and numeracy among young people; and

b. narrow the current gaps in educational outcomes[1].

Definitions

1.7 Literacy is the ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

a. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
b. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
c. formal and informal language across all areas of social interaction; and

[1] Between the highest and lowest performing pupils, those most and least disadvantaged, girls and boys, and schools themselves.

d. the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.

1.8 Pupils in Irish-medium education develop their initial literacy skills, including listening, understanding, talking, reading and writing, in Irish. By Key Stage 2, though often beginning earlier, they are also developing literacy skills in both Irish and English. These include the ability to recognise, understand and use either or both languages appropriately in different social situations.

1.9 In this strategy the term literacy is used in a wide and inclusive way. The appropriate application of the term will vary with context. It can include 'Language and Literacy' when considering the revised curriculum, as well as the cross-curricular skill of Communication.

1.10 Numeracy is the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

a. an understanding of key mathematical concepts and their inter-connectedness;
b. appropriate reasoning and problem-solving skills;
c. the proficient and appropriate use of methods and procedures (formal and informal, mental and written); and
d. active participation in the exploration of mathematical ideas and models.

1.11 For pupils in Irish-medium education who develop their skills, knowledge and understanding of numeracy through the medium of Irish, it also involves the acquisition and consolidation of the associated mathematical language in Irish.

1.12 In this strategy, the term numeracy is also used in a wide and inclusive way. The appropriate application of the term will vary with context and includes 'Mathematics and Numeracy' when considering the revised curriculum, as well as the cross-curricular skill of Using Mathematics.

1.13 Underachievement is used to describe a situation where performance is below what is expected based on ability. It can apply at the level of an individual pupil or describe a class or school, or indeed a system.

1.14 Teachers are able to use their professional judgement to assess if a pupil is underachieving. This can include classroom observation and analysis of formative assessment or other data as appropriate.

1.15 Low achievement is different from underachievement. Low achievement is where a pupil is achieving to the full extent of her or his ability, but is well below average compared to her or his peers.

Literacy and Numeracy in Irish-medium settings

1.16 When developing this strategy the needs of those learning through the medium of Irish were considered systematically. A working group on Literacy and Numeracy in Irish-medium Education considered the needs of the sector and its advice has informed this strategy. The report of the group can be found on the DE website (www.deni.gov.uk) and, in considering the needs of the Irish-medium sector, this strategy should be read alongside the input from the working group. A synopsis of the advice provided by the working group is set out in Chapter 6.

1.17 The group advised on the elements of the Literacy and Numeracy Strategy that would be immediately applicable in Irish-medium settings; what additional elements would need to be included; and how the context of children learning through the medium of Irish might need to be reflected. This strategy therefore applies to all grant-aided schools, including Irish-medium schools, with additional elements that take account of the particular circumstances and needs of those children learning through the medium of Irish. In addition to this strategy, the Irish-medium sector will be supported by work to implement the recommendations in the Review of Irish-medium Education and the report on *The Special Educational Needs of Bilingual (Irish-English) Children,* available on the DE website. This strategy supports the entitlement of all pupils to develop their numeracy and literacy skills to

their full potential, including, for those learning through the medium of Irish, to develop their literacy skills in Irish and in English.

1.18 The working group on Literacy and Numeracy in Irish-medium Education reported that its work had stimulated a valuable debate on issues of immersion pedagogy in terms of literacy and numeracy within the sector. The group saw value in that discussion continuing within the sector to help inform the implementation of this strategy and the Department would encourage this debate.

The Case for Change

1.19 Our education system has many strengths, as well as many reasons for change (see Appendix 1 for evidence of the challenges we face).

1.20 International evidence indicates that our education system has room to improve. The Programme for International Student Assessment (PISA) assesses the knowledge and skills of 15 year olds in various countries across the world every three years. It uses real life challenges to assess reading, mathematical and scientific literacy. Strict international quality standards are applied to the survey. The latest evidence is from the 2009 study.

1.21 The overall results show that the performance of our 15 year olds in reading and mathematics is not significantly different from the OECD average. This was also the case in the previous PISA study undertaken in 2006. However, our performance lags behind that of the highest performing systems and, compared to them, we continue to have a persistent body of underachievement.

1.22 The international comparisons from PISA provide one strand of information. How this translates into qualifications for school leavers is another. It is generally accepted that school leavers who gain 5 or more GCSEs at grades A* - C (or equivalent Level 2 qualifications) including GCSE English and GCSE mathematics are ready to progress to further or higher education or into work. The latest available figures are for 2008/09 and they show that 58.4% of school leavers achieved at this

level. The Department, in its policy for school improvement, has a target to increase this to 70% by 2020.

1.23 While many girls experience difficulties with literacy and numeracy the evidence suggests that boys are underachieving more significantly. For example in 2008/09, amongst male school leavers, 53% achieved five or more GCSEs A* - C (or equivalent) including GCSE English and GCSE mathematics, compared to over 63% of female leavers. Further evidence also suggests that achievement is of particular concern in urban areas, particularly in disadvantaged communities although underachievement also exists in rural areas. Importantly, the approach outlined in this strategy will benefit all pupils.

1.24 The message from this evidence is clear. We can raise standards and we can and should aim for our education system to be among the best in the world. However, raising overall standards is only part of the challenge. We also need to address the wide gap between our highest and lowest achieving pupils.

1.25 In considering the case for change it is important to recognise the importance of literacy and numeracy as essential skills that enable pupils to make a positive contribution to their community and the economy. In seeking to grow a dynamic and innovative economy there is an expectation that the subjects of science, technology, engineering and mathematics (STEM), all of which require good numeracy skills, will provide many of the opportunities for the future. This strategy, by focusing on improving standards of numeracy, will enable a wider range of young people to have the option of studying STEM-related subjects.

International Comparisons of Performance in Primary Schools

1.26 Currently we do not have information that allows us to make international comparisons of our performance at the primary phase. To address this shortfall in benchmarking information, we will take part in two international studies that assess the performance of 9-10 year olds (Year 6) in literacy and numeracy (and science). These are the Progress in International Reading Literacy Study (PIRLS) and the Trends in Mathematics and Science Study (TIMSS), both of which take place in

2011. Together they will provide data not only on primary pupils' skills in reading, maths and science, but also on their attitudes, reading habits and home factors, such as access to books and computers, which may influence achievement. This information will allow us to identify areas for improvement in primary provision that will help us ensure that young people leave primary schools with the necessary skills in literacy and numeracy. Currently around 20% of those leaving primary school are performing below the expected level in literacy and numeracy.

Outcome of an Equality Impact Assessment of the draft strategy

1.27 An Equality Impact Assessment (EQIA) of the draft strategy concluded that the revised literacy and numeracy strategy will help ensure every child, irrespective of their background, race, gender or religion, leaves school with the skills they need in literacy and numeracy. It aims to raise the levels of attainment for all young people and to close the gap between the highest and lowest achieving pupils. This will be achieved through high-quality teaching for every child, along with early intervention and additional support for those children who are struggling with literacy and/or numeracy. The Department's assessment, therefore, is that the strategy will have a positive impact for each of the Section 75 groups.

Consultation

1.28 The Department consulted on the draft literacy and numeracy strategy and its associated Equality Impact Assessment. The responses received have been taken into account in finalising this strategy (see the DE web site). A summary of the consultation responses can be found in Appendix 2.

Our approach to school improvement

1.29 *Every School a Good School – a policy for school improvement* sets out the vision for excellence in our schools and is based on the belief that schools themselves, through honest and open engagement in self-evaluation supported by effective analysis of data, are best placed to bring about their own improvement. This strategy for improving outcomes in literacy and numeracy supports and reflects that thinking.

2 Our strategy for raising standards in literacy and numeracy

2.1 Schools operate in an already well-developed educational policy environment and it is essential that everything in this environment underpins schools' efforts to raise standards. This chapter highlights six key aspects of that environment that will contribute to improvements in literacy and numeracy.

2.2 To deliver the aims of this strategy (para 1.5) we will align the following key work strands with a particular focus on improvements in literacy and numeracy by:

a. providing the revised **curriculum**, which has literacy and numeracy at its core and is accompanied by appropriate guidance, support and professional development for schools;

b. introducing **assessment** arrangements that complement the curriculum, by attaching priority to progression in literacy and numeracy, and provide an effective means for assessing pupil progress that will inform teaching and learning interventions and the recording of pupils' achievements;

c. recognising the central role of **teachers** in raising pupil attainment, supported by school leaders and those in the education system (as set out in *Every School a Good School – a policy for school improvement*);

d. ensuring **early intervention** to address actual or potential underachievement, i.e. as soon as it begins to appear, and to support pupils with special or additional educational needs, including those who do not have the language skills to access the curriculum, and to promote inclusion for pupils of all ages;

e. linking with **parents, families and communities** to help them support their children, particularly in literacy and numeracy, for example through the Extended Schools programme, and within DE, through the creation of a directorate with a specific focus on parents, families and communities; and

f. identifying, acknowledging and disseminating the **best practice** that exists in so many schools, while ensuring that schools with less effective practice deliver improvements.

The role of the curriculum in raising standards of literacy and numeracy

2.3 The effective delivery of the revised curriculum, and its associated assessment arrangements, is key to this strategy. Literacy and numeracy are at the very heart of the revised curriculum and therefore the processes, procedures and support mechanisms set out in this strategy will help ensure the successful delivery of the curriculum. Literacy focuses on promoting and developing each child's ability to understand and use language as an integral part of the learning process across all areas of the curriculum. This emphasis enables pupils to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, Reading and Writing) using a variety of skills and media. Developing numeracy enables pupils to apply mathematics across the curriculum and in real life situations. Skills in numeracy should help our young people to make informed and responsible choices and decisions throughout their lives.

2.4 The key role of literacy and numeracy across the curriculum is emphasised through the cross-curricular skills of Communication and Using Mathematics. These skills are supported by the wider opportunities now provided for pupils to develop other important skills in their role as citizens, including cultural and mutual understanding, thinking skills and personal capabilities, and employability.

2.5 Developing literacy and numeracy therefore must be central elements of a school's delivery of the revised curriculum and of the support and professional development for teachers in implementing the curriculum.

2.6 In primary schools the curriculum is no longer distorted by the need to teach to a state-sponsored transfer test. Teachers, through the curriculum, can focus instead on providing high quality teaching and learning experiences that meet the needs of all pupils to raise standards of literacy and numeracy. In this way we can strive to be

a world class education system and take a place along side other high-performing countries that do not use academic selection/rejection.

The role of assessment in raising standards of literacy and numeracy

2.7 Assessment provides information that has a key role in helping schools to improve outcomes. Knowing how pupils are performing allows the school to undertake informed self-evaluation and set meaningful and challenging targets in its School Development Plan. Pupil level information also allows schools to plan for improvements in individual classes, year groups, and then at school level.

2.8 Such improvements can be achieved when assessment (formative or diagnostic) is used by teachers to plan how best to meet each pupil's needs. In support of improving literacy and numeracy, the Department put in place the Interactive Computerised Assessment System (InCAS) diagnostic assessment tool, which focuses on reading and mathematics. InCAS is statutory from Years 4 to 7 and during the autumn term it provides data for teachers on the performance of pupils to help inform planning and teaching to meet pupils' needs. Teachers report the results in reading and mathematics to pupils' parents, also in the autumn term, promoting engagement between parents and schools.

2.9 The Department has also provided schools with access to the Adaptive Learning Teaching and Assessment (Alta) formative assessment tool for mathematics. It is a fully adaptive online e-assessment system, designed to raise standards in mathematics, that can be used by students aged 5 to 14, i.e. across Key Stages 1 – 3. Teachers can use Alta to help keep them informed about the development of individual pupils' numeracy. Schools and teachers can use Alta alongside InCAS as part of their strategy for raising standards in literacy and numeracy.

2.10 Summative assessment plays an equally important role by:

a. allowing schools to monitor the progress of individual pupils;

b. keeping parents and pupils informed about the progress that is being made, particularly at important Key Stage transitions; and
c. providing important information about the overall effectiveness of our education system in providing pupils with appropriate levels of knowledge and skills in literacy and numeracy.

2.11 Revised assessment arrangements are now being rolled out to support the delivery of the cross-curricular skills of Communication and Using Mathematics (and Using ICT) at Key Stages 1 to 3. From 2012, assessment will be with reference to the Levels of Progression which are included at Appendix 3 (2013 for the Level of Progression in Using ICT) which have been developed in consultation with teachers, assessment experts and others. The Levels of Progression provide for teachers, parents and young people themselves clear information on the core skills that all pupils will be given the opportunity to develop through the revised curriculum.

2.12 It is important that parents, pupils and teachers know, through the Levels of Progression, the level which most pupils are expected to reach in Communication and Using Mathematics (and indeed ICT), particularly at the end of each Key Stage. The Department is also making clear its expectation that every pupil should progress at least one level during each Key Stage.

2.13 The arrangements for assessing pupil progress must also be capable of instilling confidence in teachers, parents, pupils and schools. The new assessment arrangements have been designed to:

a. reflect and support the central role of teachers in classrooms, helping pupils to fulfil their potential;
b. complement and support the key aims of the revised curriculum;
c. embrace the assessment of skills, knowledge and understanding;
d. have a clear and unambiguous focus on literacy and numeracy (and increasingly also on ICT);
e. be straightforward and fit for purpose in a way that does not divert professional time and resources away from the core business of teaching and learning and avoid creating perverse incentives; and

f. ensure there is appropriate accountability at all levels for the performance of our school system, particularly in relation to outcomes in literacy and numeracy.

2.14 When young people leave school we want them to be able to demonstrate their knowledge and skills through the achievement of relevant and robust qualifications. After Key Stage 3, pupils' ability to access the Entitlement Framework will be underpinned by their skills in literacy and numeracy. As part of a broad and balanced offer of subjects at Key Stage 4 (for those aged 14-16) schools must ensure the further development of literacy and numeracy through the cross-curricular skills of Communication and Using Mathematics. In particular, the qualifications available at Key Stage 4 will continue to be a focus for the Department of Education and work is underway to look at alternative qualifications at Level 2. Nevertheless, GCSEs demonstrating attainment in literacy (English, and, in Irish-medium schools, Gaeilge) and numeracy (mathematics) continue to be of particular importance and the Department expects that young people will be provided with an opportunity to follow GCSE courses in English and mathematics unless there are well documented reasons why this would be inappropriate.

The centrality of teachers in raising standards of literacy and numeracy

2.15 This strategy, in line with *Every School a Good School – a policy for school improvement*, recognises that "the quality of an education system cannot exceed the quality of its teachers."[2] This clearly means that teachers are at the heart of the work to raise standards and tackle underachievement. The Chief Inspector of Schools noted[3] that "the expertise, creativity and commitment of the individual teacher […] remains the key agent for change for the better in the quality of education [...]"

2.16 Teachers must therefore be properly supported in their work. Accordingly, this strategy sets out a more structured approach to supporting teachers as they work to meet the needs of every pupil. This is based on existing best practice in identifying and meeting the needs of all pupils, through successively more-intensive support for

[2] *How the world's best-performing school systems come out on top*. McKinsey & Company (2007).
[3] Chief Inspector's Report 2008-2010, p. 18.

those who are underachieving. Many teachers will already employ such an approach. Within this strategy we set out how teachers and others in the education system will work together to ensure the right level of support is available to pupils and teachers when needed.

2.17 Given the centrality of literacy and numeracy to the curriculum and to the work of teachers, it is important that all future professional development and support for teachers and school leaders, in the context of whole-school development, takes account of these inter-dependencies. Teachers can expect that the professional development available to them is built on this understanding, with literacy and numeracy interwoven throughout to support a cross-curricular approach. Support and professional development for teachers will need to be systematic and strategic, linking the development of literacy and numeracy with assessment and the effective use of data and the professional competences of teachers[4].

The role of early intervention in raising standards of literacy and numeracy

2.18 One aspect of how schools can improve literacy and numeracy standards is by setting high expectations and by providing high-quality, well-supported teaching and learning. This must be complemented with early intervention where necessary for pupils of any age, informed by the effective use of data, to address the needs of those that are struggling.

2.19 Effective early intervention must be available to pupils in their early years, which develop the foundations for literacy and numeracy, and also to pupils in primary and post-primary provision. Early intervention must be accompanied by support for teachers, schools and pupils with additional needs, taking account of existing DE policies. *Every School a Good School: Supporting Newcomer Pupils* is of particular relevance for literacy and numeracy; it aims to ensure that, as with every other pupil, newcomer pupils receive high quality teaching and the opportunity to develop their knowledge and skills across the revised curriculum. Also of great relevance is the current policy and framework for the identification and assessment of

[4] GTCNI *Teaching: the Reflective Profession*.

children with special educational needs (SEN), as are the draft proposals contained in *Every School a Good School: The Way Forward for Special Educational Needs and Inclusion* and the draft *Early Years (0-6) Strategy*.

2.20 When a pupil is facing a barrier to learning, whether that is temporary or likely to be permanent, the class teacher remains the person responsible for meeting the pupil's needs. The teacher must be properly supported within the school and by the wider support systems in addressing such challenges, drawing on informal and formal sources of advice and assistance as appropriate.

The role of parents, families and communities in raising standards of literacy and numeracy

2.21 Central to this strategy, and a clear message coming through from our consultation with pupils and parents, is the importance of good relationships and partnership working between teachers, pupils and parents.

2.22 Effective working relationships begin within the school, between pupils and teachers, spreading to all staff and the governors of the school. Good examples of such engagement include involving pupils appropriately in decisions about the running of the school. This is consistent with Article 12 of the UNCRC and the right of young people to have their voices heard on issues that affect them.

2.23 Links to the wider community can also help the work of the school. It is widely recognised that strong links can be particularly beneficial between a school and its community where there is a history of poverty of aspiration or educational underachievement. The parents of newcomer pupils may face a language barrier to engaging with their school. Schools can access support to engage with and encourage the involvement of newcomer parents in the life of the school from the ELBs' regional Inclusion and Diversity Service, which offers advice, resources (including assessment tools) and interpreting and translation services.

2.24 Schools can encourage parents to support their children by using existing community based services and resources, in particular the public library service. The

public library service delivers a range of programmes that support parents, in a welcoming environment accessible to all, to help the development of their children's literacy and numeracy – and indeed their own literacy skills. School and public libraries also provide pupils with free access to a wide range of high quality information and reading resources that enable pupils to improve their reading and also foster their imagination, natural curiosity and an enjoyment of reading.

The role of sharing best practice in raising standards of literacy and numeracy

2.25 The expertise of school leaders and teachers is a valuable resource, particularly in schools where provision has been evaluated by the ETI as outstanding or very good. A key element of the school improvement policy is to identify more consistently the excellent practice that exists in our system, then to disseminate and embed it to raise standards in all schools. School leaders and teachers tell us that they value the opportunity to learn from and share experiences with fellow practitioners. The Literacy and Numeracy Taskforce has commented that "undoubtedly, good practice does exist currently in schools here and in the view of the Taskforce this should be identified and used across the educational system."

2.26 To achieve the aims of this strategy, we will therefore promote the effective sharing and embedding of excellent practice in literacy and numeracy across all schools by making this a central element of the support provided to schools for the raising of literacy and numeracy standards.

3 The role of education bodies in supporting pupils' development of literacy and numeracy

3.1 This chapter sets out roles for the statutory education support bodies[5], the Department of Education including the Education and Training Inspectorate (ETI), and the Literacy and Numeracy Taskforce. These roles will help ensure the entire education system is focused on the importance of literacy and numeracy and delivering the aims of this strategy.

3.2 When working with schools it is important to take account of each school's individual needs. In the case of Irish-medium schools, this will include providing support that is sensitive to the unique socio-linguistic setting and needs of the sector. All relevant staff, particularly those providing direct support to Irish-medium schools or units and their pupils, will need to be knowledgeable about the distinct characteristics of immersion pedagogy in the context of Irish-medium education.

3.3 In addressing the needs of the Irish-medium sector, current policies provide a supporting framework, as well as the recommendations that have emerged from the Review of Irish-medium Education and the Review of Special Educational Needs and Inclusion, informed by the report on the Special Educational Needs of Bilingual (Irish-English) Children. Some resources are less well-developed for the Irish-medium sector than for the English-medium sector and this should be taken into account when priorities are being identified; close working is underway with the Irish-medium sector to identify and address the priority needs of pupils learning through the medium of Irish.

Statutory education support bodies

3.4 The statutory education support bodies have a central role to play in supporting pupils' development of literacy and numeracy. The Department expects to see greater coherence and consistency in the provision of support to schools by these bodies, with a central focus on raising standards and closing the achievement

[5] Currently the Education and Library Boards, CCMS, and CCEA (each of which has a distinct role to play), and in future ESA, working as appropriate with NICIE, CnaG and other key stakeholders.

gap, particularly in literacy and numeracy. This will mean the bodies working together in a way that links efforts to support raising standards, school development planning, embedding the revised curriculum, the introduction of the new assessment arrangements, and promoting the uptake of STEM subjects.

3.5 It will be necessary for grant-aided schools to have support in their planning for improvements in literacy and numeracy and to be challenged, where necessary, to improve their planning or the outcomes achieved. To do this the Education and Library Boards, working with CCMS in the case of Catholic maintained schools, and then ESA, will:

a. support schools in preparing their School Development Plan, drawing on benchmarking data and providing guidance;
b. monitor the quality of each School Development Plan and provide feedback to the school;
c. assess the appropriateness of the school's annual literacy and numeracy targets;
d. monitor each school's achievement in literacy and numeracy; and
e. where necessary, challenge any grant-aided schools on their plans, targets or outcomes.

3.6 To help schools raise standards in literacy and numeracy, guidance and support materials will be reviewed and updated to:

a. provide parents with information, guidance and support in relation to literacy and numeracy;
b. promote the development of effective whole-school and cross-curricular approaches to developing literacy and numeracy;
c. use developments in research and pedagogy to identify and disseminate best practice;
d. provide advice, support and professional development for schools and teachers in the most effective literacy and numeracy pedagogies; and
e. use best practice to inform professional development and support, including in Initial Teacher Education.

3.7 Support for teachers to improve literacy and numeracy must take account of the approach set out in Chapter 5. Guidance for teachers on a broad and balanced range of best-practice, evidence based approaches to teaching literacy and numeracy will be produced, disseminated and kept updated. Appropriate professional development opportunities that take account of the differing requirements of primary and post-primary settings will be provided. Schools will need to support the development of their staff, including sharing best practice within and beyond the school.

3.8 The approach set out in Chapter 5 will require teachers to receive external support to help them meet the needs of pupils who, despite systematic support from the teacher and the school, are continuing to underachieve. The Education and Library Boards, then ESA, working where necessary with others, including professionals working in health and social services, will follow the process set out in Chapter 5.

3.9 DE expects the providers of initial teacher education, early professional development and continuing professional development to provide teachers with up-to-date information and promote the development of effective skills in raising standards in literacy and numeracy. This includes appropriate provision for Irish-medium teachers in their education and professional development. The statutory education bodies will need to continue to work collaboratively with providers of initial teacher education (ITE) to ensure that:

a. ITE courses deliver the most up-to-date information and promote effective pedagogies in relation to literacy and numeracy to all students;
b. all students on teaching courses understand how to identify, as early as possible, underachievement in literacy and numeracy and the key interventions that can be made; and
c. teaching practice exposes students to best practice in the teaching of literacy and numeracy.

The Department of Education

3.10 The Department of Education is responsible for setting out this strategy and ensuring clarity about the priority it attaches to improving outcomes in literacy and numeracy. It also sets out the level of skills, knowledge and understanding that it expects pupils to be able to demonstrate at the end of each Key Stage of their education, as well as the arrangements for assessing the progress of pupils and the support arrangements for schools.

3.11 To ensure this strategy delivers its objectives the Department will ensure that it is consistent with other strategic priorities. In particular, the curriculum and assessment arrangements are integral parts of this strategy, being the means through which improvements will be delivered and monitored. In addition, the Department has developed this strategy to support and complement the following policies:

a. *Every School a Good School – a policy for school improvement*;
b. *Review of Irish-medium Education*;
c. Every School a Good school: Supporting Newcomer Pupils;
d. policy proposals set out in *Every School a Good School: The Way Forward for SEN and Inclusion*;
e. draft *Early Years (0-6) Strategy*; and
f. draft *Success Through STEM*, *Government STEM Strategy*.

3.12 The actions identified in the school improvement policy (*Every School a Good School – a policy for school improvement*) will be particularly helpful in supporting the drive to improve standards in literacy and numeracy. These actions are address the issues set out below.

a. leadership and school ethos;
b. high-quality teaching and learning;
c. tackling the barriers to learning;
d. self-evaluation and the use of performance and other information;
e. support for schools and, where necessary, intervention; and
f. links with pupils, parents and communities.

3.13 Looking at the needs of children educated through the medium of Irish, improvements in literacy and numeracy will be supported by the recommendations in the Review of Irish-medium Education. The working group on Literacy and Numeracy in Irish-medium Education emphasised the importance of particular elements of the Review of Irish-medium Education and the need for these to be addressed as quickly as possible.

3.14 In taking forward the Review of Irish-medium Education the Department will consider the additional information relating specifically to Irish-medium education that has been provided by the literacy and numeracy working group, particularly that relating to:

a. leadership training, so school leaders at all levels are supported in developing and promoting the specific and additional features of literacy and numeracy in an Irish-medium context;
b. professional development for teachers, including support for the development of literacy and numeracy in immersion settings;
c. curriculum and teaching resources, taking account of the information already available about the priority needs of the sector;
d. support for special educational needs, particularly to address the literacy and numeracy needs of pupils in the Irish-medium sector;
e. research, to look at the effective use of data, bench-marking and target setting to support the early identification of under-achievement, and the further development and consolidation of immersion pedagogy in Irish-medium contexts with a clear focus on literacy and numeracy; and

f. examinations to recognise the achievements and additional skills of Irish-medium pupils, for example translation skills.

3.15 The Department will also be responsible for:

a. ensuring this strategy is clearly communicated to schools and other stakeholders;
b. ensuring that there is a policy framework that supports improvement;
c. setting literacy and numeracy targets for the performance of the education system and monitoring progress;
d. monitoring and evaluating the effectiveness of this strategy; and
e. accounting for the progress that the education sector makes towards achieving our targets for literacy and numeracy.

3.16 The Department is also responsible, via its Education and Training Inspectorate, for inspecting schools. Through these inspections DE will:

a. ensure that all reports from routine inspections of schools include an assessment of pupils' attainment in literacy and numeracy and the quality of teaching and learning, school development planning and leadership in this area, written in a way that can clearly be understood by parents;
b. report upon successful approaches to enable best practice to be identified and shared;
c. work closely with providers of initial teacher education and the statutory education bodies to disseminate good practice;
d. comment on the effectiveness of the statutory education bodies and providers of initial teacher education in discharging their roles relating to literacy and numeracy; and
e. report at a system level on standards in literacy and numeracy and on the implementation and effectiveness of this literacy and numeracy strategy.

<u>The Literacy and Numeracy Taskforce</u>

3.17 The Literacy and Numeracy Taskforce has played a role by signalling to policymakers and practitioners the strengths and weaknesses of the current system,

highlighting what might enhance future provision and where action needs to be taken. The Taskforce will monitor early progress on the implementation of this strategy, including in the Irish-medium sector, and will report and provide advice to DE.

4 The role of school leaders, pupils and parents in supporting pupils' development of literacy and numeracy

4.1 This chapter sets out the roles and responsibilities of school leaders, including schools' boards of governors, principals and others with leadership roles in schools, to support the development of pupils' literacy and numeracy skills. It also looks at the role of pupils and parents. What is set out in this chapter, and the next, constitutes good practice and therefore has a wider relevance as an approach that can raise standards in all subjects.

School leaders: Boards of Governors

4.2 It is important that Boards of Governors ensure they are involved in, and kept informed of, the life and work of their school. They can be most effective by working with the principal, holding her or him to account for the outcomes achieved by pupils, in a constructive yet challenging role, as critical friends.

4.3 A handbook has been published by the Department setting out the role and responsibilities of a Board of Governors and it is available on the DE website. Governors should ensure that they are undertaking the scrutiny and actions required of them and, as set out in the handbook, are ensuring that literacy and numeracy are a key priority in their school.

4.4 School Development Plans are designed to set out each school's priorities for improvement and will include a focus on raising standards. Each Board of Governors, working with the principal, should ensure that its School Development Plan is agreed and coherent and is focused on a manageable number of core priorities, always including literacy and numeracy.

4.5 The School Development Plan will identify the actions and resources (financial, physical, material and human, including the role of professional development and staff development days) to be used in support of the identified priorities, including those relating to literacy and numeracy. Governors should satisfy themselves that their School Development Plan places sufficient emphasis on developing literacy and

numeracy; that it contains robust and challenging annual targets; and that it identifies how the targets will be achieved. The School Development Plan should be supported by a whole-school policy on literacy and numeracy, along with other policies and action plans as appropriate. It is also important that links to families and communities in support of pupils' achievements are addressed as part of School Development Planning.

4.6 Schools in the Irish-medium sector should consider their planning for numeracy in an immersion context, taking account of the development of pupils' mathematical language in Irish, including technical terms and structures in Irish and the language needs of pupils doing mental mathematics.

School leaders: Principals and other leaders in schools

4.7 Principals have a vital day-to-day leadership role to play by promoting a culture of achievement and supporting and implementing the work of the Board of Governors. In the training provided to prepare aspiring leaders, and in the support provided to existing leaders, it is important that the centrality of literacy and numeracy to learning across the curriculum is emphasised.

4.8 To support pupils' development of literacy and numeracy skills the principal, in particular, must ensure that:

a. all the staff have high expectations of all pupils;
b. the school has a written policy making clear that the development and promotion of literacy and numeracy are whole-school priorities;
c. there is a culture of accountability for literacy and numeracy outcomes at Senior Management Team level and throughout the school;
d. the School Development Plan has baseline positions, clear outcomes, annual SMART targets for literacy and numeracy, linked to action plans setting out the strategies that will deliver the intended improvements;
e. every teacher has annually-reviewed development objectives, linked to the School Development Plan (particularly, where appropriate, the literacy and numeracy targets);

f. teachers undertake robust tracking and monitoring of pupils' work with a particular focus on literacy and numeracy, using statutory and other assessment tools alongside their own professional judgement;
g. in conjunction with the Literacy and Numeracy Co-ordinators, there are opportunities for teachers to share and learn from good practice;
h. arrangements, including for pastoral support and special educational needs, are in place to provide support as early as possible to pupils that need additional help;
i. the school develops effective links with the families and community it serves; and
j. in primary schools, there is a systematic programme of high-quality phonics.

4.9 Principals need to ensure that literacy and numeracy are an essential part of school strategic planning by creating links between the School Development Plan, teachers' professional development, including where appropriate Performance Review and Staff Development (PRSD) objectives, individual lesson plans, assessment techniques and data collection. In this way a literacy and numeracy "thread" will run through all aspects of the work of the school, ensuring it is viewed as a priority.

4.10 It is important that, within schools, leaders at all levels, particularly the principal, should embed an internal culture of identifying and sharing good practice. In particular regularly "talking about teaching" and applying lessons learnt from colleagues can help raise standards.

4.11 Principals must ensure that teachers are supported and, where necessary challenged, to raise standards in literacy and numeracy. Principals can draw on the existing ICT infrastructure to help inform, plan, manage and deliver their work, for example C2K, the Schools Management Information System (SIMS), and the eSchools system.

4.12 Other school staff with leadership roles must ensure a focus on literacy and numeracy in their area of responsibility, in line with the whole-school approach. They must hold their staff to account, and be accountable, for their contribution to

developing and promoting literacy and numeracy. They must ensure that all staff have high expectations for pupils.

4.13 School leaders should also embed a culture where monitoring and analysing pupil progress data is an integral part of their accountability processes.

4.14 School leaders should ensure that there is an integration of special needs provision, with a particular focus on literacy and numeracy, at individual pupil level, class level and whole-school level.

4.15 School leaders should ensure that effective use is made of the school library, and, where appropriate, the public library service. A good school library can support teachers to stimulate and foster an interest in literacy and learning, as well as providing pupils with free access to a wide range of high quality resources. The school library service can also provide resources to support the professional development of teachers and other school staff and can train and inform staff about current materials and issues. Where a school or public library is accessible after school it can compensate for a poor home learning environment by providing an environment that is well-resourced and has access to ICT facilities.

4.16 It is essential that the whole-school approach to the development and promotion of literacy and numeracy skills is broad and balanced and promotes progression. Decisions on pedagogy are, properly, a matter for professionals in schools and classrooms, drawing on research and advice from those with particular expertise. Teachers should have flexibility to develop their classroom practice within the whole-school approach. They should be supported by the school and the statutory education bodies to enable them to learn from new evidence and emerging best practice and share their own successful approaches. Nevertheless there must remain an emphasis on teachers using a range of strategies to meet the needs of every child. There is a danger that over-emphasis on a single approach could lead to the under-use of other options that might help the widest possible spectrum of pupils.

4.17 In developing early literacy skills, pupils need to acquire phonological awareness. Recognising that a broad and balanced approach to promote literacy is

key, it is still important that pupils who have not yet fully developed their phonological awareness receive a systematic and time-bound programme of high-quality phonics work; there is growing evidence of the important role that phonics can play in the learning of reading. A range of other strategies for developing early literacy should also be deployed as appropriate and pupils who have successfully developed their phonological awareness should not be required to undertake phonics work if the teacher does not think it necessary or beneficial. The particular approach to phonics will be a matter for the teacher and the school, taking account of the advice and support that will continue to be available, for example, from the Education and Library Boards. When choosing an approach to the teaching of phonics schools should ensure that:

a. the approach is consistent with the principles of the revised curriculum;
b. the approach is explicit and structured;
c. the approach reflects and is informed by the levels that pupils are expected to achieve by the end of each Key Stage and by the need to ensure progression;
d. the phonic knowledge and understanding are applied in meaningful contexts;
e. the learning is well paced, interactive and engaging for pupils;
f. the approach is suitably differentiated to meet the needs of all pupils; and
g. the programme is systematic and developmental in nature.

4.18 A broad and balanced curriculum is essential to develop well-rounded and well-educated pupils. However, the development of literacy and numeracy skills is of such fundamental importance that teachers and schools will wish to draw on their professional judgement to assure themselves that all their pupils spend the necessary time developing these skills, including through cross-curricular approaches. This will be particularly important where pupils are underachieving and schools may need to prioritise work to develop literacy and numeracy.

Distinct features of pre-school, primary and post-primary settings

4.19 **Pre-school** settings are non-compulsory elements of early years' education (from birth to age 6, the end of the Foundation Stage). Early years' education is both an important phase of learning in its own right and an important building block towards a successful education throughout primary school and beyond.

4.20 High-quality early learning experiences, at home or in other settings, help children develop the early skills that will later underpin their literacy and numeracy skills. It is also important to identify developmental delays as soon as possible, especially in relation to language.

4.21 A study of effective pre-school provision in the north identified long-lasting benefits for children that experienced high-quality pre-school experiences. While that sample drew on English-medium pupils, the Review of Irish-medium Education noted that "practitioners in the sector could not emphasise strongly enough the benefits that they believe accrue from a high-quality pre-school Irish-medium experience."[6] In particular, practitioners noted benefits in the development of children's receptive and early productive skills in Irish in preparing them for further learning in Irish-medium primary education.

4.22 In **primary schools** the class teacher is the central person responsible for raising standards in both literacy and numeracy, with appropriate support, particularly from the school literacy and numeracy co-ordinators and the school leadership team. In the Irish-medium sector, teachers develop pupils' oral and written competences first in Irish and then in Irish and English as the pupils progress through the school.

4.23 In primary schools the removal of academic selection/rejection from our Transfer procedures has allowed teachers to focus on raising standards by meeting the needs of all pupils, rather than teaching to an unnecessary test.

[6] Review of Irish-medium education, para. 10.5, p.57.

4.24 In **post-primary schools** the situation is more complex. Communication and Using Mathematics are cross-curricular requirements at Key Stages 3 and 4 and every teacher, regardless of the subject they teach, must promote and model high standards of literacy and numeracy. We also recognise that those with designated responsibility for literacy and numeracy have particular roles, as do all in a school's mathematics and English departments, and in Irish-medium settings, in the Irish department. Inspection evidence has identified the need for further improvement in leadership and management in order to raise educational standards and, in post-primary settings, the leadership role of the relevant Head of Department is critical for literacy and numeracy. With support from the senior leaders in their school, Heads of English and mathematics (and, in Irish-medium schools, Irish) departments need to be given the time and authority to:

a. lead their team to reach, collaboratively, a shared understanding of the most effective pedagogy;
b. lead planning for developing and promoting literacy and numeracy, involving teachers throughout the school;
c. use their expertise to co-ordinate and promote the sharing of best practice in the interests of staff development;
d. use individual and team self-evaluation to identify and implement actions to improve pedagogy and the standards pupils achieve, taking account of whole-school issues;
e. set targets for, and assess outcomes in, literacy and numeracy; and
f. undertake rigorous monitoring and evaluation, including the use of performance data, and review the above actions in light of the outcomes.

4.25 It is important that post-primary schools ensure that teachers of all subjects help to develop and promote pupils' literacy and numeracy skills through a whole-school approach. This is also important in Irish-medium post-primary education where pupils' continued acquisition and consolidation of the Irish language must take place in a planned, co-ordinated fashion across all areas of the curriculum that are delivered through the medium of Irish.

4.26 If a post-primary teacher in a subject other than English (or Irish in an Irish-medium school) has concerns about the literacy of any pupil, then the teacher should ensure that this is raised with the member of staff with designated responsibility for literacy. Concerns about numeracy should be addressed in a similar way.

4.27 While recognising that Communication and Using Mathematics are cross-curricular, the mathematics and English (and, in Irish-medium schools, Irish) departments should lead the assessment of numeracy and literacy and be provided with sufficient time and support from school leaders to undertake this role. The cross-curricular nature of Communication and Using Mathematics should be reflected through the whole-school approach to planning for literacy and numeracy, with assessment supported by feedback to the English and mathematics (and, in Irish-medium schools, Irish) departments as appropriate.

4.28 All post-primary schools will be expected to ensure that, by the time their pupils leave school, they have qualifications that record their achievements in literacy and numeracy. This would normally be expected to be GCSEs at grades A* - C in English and in mathematics and, for pupils learning through the medium of Irish, in Gaeilge.

Pupils and parents

4.29 In the earliest years of a child's life her or his parents are the child's primary educators. Research[7] has looked at the impact of the quality of the home learning environment for pre-school children and how this affected their later progress at primary school. They reported:

> "There is a range of activities that parents undertake with pre-school children that promotes their development. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social/behavioural scores

[7] The Effective Pre-school Provision in Northern Ireland Project. Summary Report 1998-2004, p. iii. Available on the DE web site.

[when the children were at primary school]. […] The home learning environment was only moderately associated with parents' educational or occupational level […]. In other words what parents do with their children is more important than who parents are. All parents, including those with low incomes and/or few qualifications, can improve their children's progress and give them a better start at school by engaging in activities that engage and stretch the child's mind."

4.30 As children progress to school, parents continue to have an important role in encouraging their education and development. Parents can have a significant influence on their child's achievement by encouraging them to do well, taking an interest in, and encouraging, their child's education. Pupils and parents also have a responsibility to co-operate and work in partnership with the school to enable pupils to fulfil their potential. Programmes such as Extended Schools and Full Service Schools are examples of schools and communities working together, though many other examples exist. The co-operation between schools, parents and pupils can include:

a. parents and communities engaging with, and supporting, the school;
b. maximising pupils' enjoyment of school;
c. proactively and diligently encouraging pupils' attendance at school;
d. pupils being encouraged and facilitated by their parents to study to the best of their ability;
e. pupils participating fully and positively with their teachers and other staff;
f. ensuring homework is completed diligently;
g. preparing properly for school-based and external examinations;
h. schools that are welcoming to parents;
i. the provision of regular feedback from schools to parents on their children's progress;
j. schools keeping parents informed about how they can help to support their children's learning; and
k. parents being encouraged to consider volunteering, in particular to support the development of literacy and numeracy.

4.31 As part of working in partnerships with schools and supporting their children's learning parents will want to be informed, involved and supported by the school.

Parents should be involved in key decisions about their child, as should the pupil, where appropriate. In opening up to parents and the community, schools should make particular efforts to engage those parents that are considered “hard-to-reach”. In some cases this will require overcoming parents own negative experiences of, and resulting attitudes to, education. A key opportunity for engagement between schools and parents is the annual reporting of each pupil’s progress. This allows parents to both be informed about what their child is learning and to assess how their child is developing compared to the expected Levels of Progression for their age.

4.32 Parents can also encourage children’s development, particularly of literacy skills, by encouraging and enabling their children to use the facilities offered through the public library service. These can include:

a. free internet access, which can particularly benefit those for whom such a service would otherwise be unavailable;
b. story sessions, which can instil a love of reading and a positive association with books; and
c. activities (like the Summer Reading Challenge) that help pupils maintain their literacy skills during their summer holidays.

5 The central role of teachers in supporting pupils' development of literacy and numeracy

5.1 This chapter sets out the role of teachers and those who support them. Teachers, with appropriate support, have the central role in raising standards in literacy and numeracy to ensure that every child fulfils her or his potential, including by identifying and addressing underachievement quickly and in a systematic way. *Every School a Good School – a policy for school improvement* identifies actions that will be taken to support high-quality teaching and learning[8] and these will support the delivery of this strategy. We recognise that teachers, as reflective professionals, need to be supported as they identify and undertake opportunities for continuing professional development to enable them to best meet the needs of all pupils. The General Teaching Council has set out its agreed Teacher Competences and these underpin the actions set out below.

The five things that class or subject teachers will do to raise standards in literacy and numeracy are, in order:

1. provide high-quality teaching for all pupils;
2. address underachievement as soon as it emerges;
3. address continuing underachievement with support from other staff in the school;
4. address continuing underachievement with support from outside the school; and
5. meet the needs of pupils after a non-statutory assessment through the SEN framework.

High-quality teaching of all pupils: by the class or subject teacher

5.2 The class or subject teacher will continue to raise and maintain standards of literacy and numeracy by:

[8] *Every School a Good School – a policy for school improvement, p. 44-45.*

a. having high expectations for all pupils and sharing these with pupils and their parents;
b. employing effective, high-quality classroom teaching practice;
c. undertaking robust tracking and monitoring of pupils' progress, in particular to identify quickly any emerging underachievement; and
d. engaging with, and reporting to parents, including through the annual pupil report.

5.3 Teachers, drawing on their professional expertise, will use a variety of teaching strategies including whole-class teaching, cooperative small group work and individual work, differentiated where appropriate. This varied approach recognises that different children and young people learn in different ways and there is no single approach to teaching that will suit all pupils. Teachers can draw on the guidance material and the ICT infrastructure available to them including, for example, C2k and the School Information Management System (SIMS), to support them in delivering the curriculum and monitoring the progress of pupils.

5.4 The pace and challenge of the work will need to be planned so that all children have the opportunity to learn effectively, make appropriate progress and achieve success. Pupils should understand the intended learning outcomes and success criteria against which their progress will be assessed. Pupils should have the opportunity to evaluate their own progress.

5.5 Each teacher will set high expectations for all pupils to fulfil her or his individual potential, from the highest achieving to the lowest. Pupils who have already been identified as having a special educational need should have their individual requirements accommodated through appropriate differentiation, drawing on any support already in place. This personalised approach to learning should enable all pupils to experience and build on success as they develop their literacy and numeracy skills to the best of their ability.

5.6 To identify underachievement teachers will draw on their professional judgement and the data they consider relevant. It is expected that teachers will mainly

use existing assessment information already routinely collected or generated by the teacher or school. Teachers may of course seek additional data where they consider it necessary or useful.

5.7 Schools should have a literacy and numeracy policy, linked to their School Development Plan and annual targets. Each teacher should work within this whole-school approach and draw on the support available within the school from the literacy and numeracy co-ordinators or, in post-primary settings, from the staff in the Irish, English or mathematics departments, or any other staff with designated responsibility for literacy and numeracy. The individual class or subject teacher will be responsible for ensuring effective planning and communication with any support staff.

5.8 In Irish-medium settings teachers will work within the whole-school approach to the development of literacy and numeracy. Teachers should take account of the home language background of each child.

5.9 Teachers should inform, engage and work in partnership with parents, whose full support and engagement will help their children achieve. During the consultation on this strategy, young people told us that they want to be encouraged and supported to do well by both their parents and their teachers.

5.10 High-quality teaching, with high expectations of success and effective use of data, will enable the majority of young people to achieve good standards of literacy and numeracy and fulfil their potential. However, there will be occasions where further intervention and support is needed for those young people identified through robust tracking and monitoring as underachieving. Where a pupil is considered to be underachieving the next steps that need to be taken are set out below.

Addressing emerging underachievement: by the class or subject teacher

5.11 The class or subject teacher should monitor for, identify and address underachievement as soon as it begins to emerge by:

a. identifying those pupils who are failing to fulfil their potential through classroom observation, assessment of pupils' outcomes and robust tracking of progress; and
b. intervening to provide support to address emerging underachievement as soon as possible after a pupil of any age begins to experience difficulties with her or his learning.

5.12 The key question each teacher must consider is whether or not every pupil is fulfilling her or his potential in literacy and numeracy. If the answer is "no", then that pupil is underachieving; the teacher needs to take action to address this and needs to be supported in doing so.

5.13 Pupils who may need additional support can include those who:

a. have returned following a long absence;
b. have changed school frequently;
c. do not have the language skills to access the curriculum;
d. are having a difficulty with a particular concept;
e. have been identified by the class teacher, as a result of monitoring and observation, to be at risk of, or who have begun, underachieving, including children who may have special educational needs;
f. have been identified for assistance by the Special Educational Needs or pastoral support systems within the school; or
g. have some other difficulty that has hindered their progress.

5.14 The class or subject teacher will decide on the appropriate form of support, involving the pupil and their parents where appropriate. Support might take various forms, including group-based or individual intervention. In all cases the teacher will set targets and identify actions to meet the needs of each pupil requiring additional support. This support for the pupil should be time-bound and reviewed against the original targets. Support will normally be provided from within the resources already available..

5.15 Reviews of support for the pupil are likely to be in line with the regular planning and review cycles already in use in the school, after which the classroom teacher will decide what to do next. The intervention may be repeated or changed. A successful outcome is when monitoring and evaluation of progress shows that the pupil is no longer underachieving.

Addressing continuing underachievement (within the school): by the class or subject teacher with support from other staff in the school

5.16 Pupils who continue to underachieve and experience difficulties with their learning should receive additional support from within the school. Class or subject teachers may decide to seek additional support from within the school when, for example:

a. after several cycles of review and support the pupil is still underachieving;
b. the extent of the underachievement has increased; or
c. there has been an increase in the degree of special educational or pastoral needs of the pupil.

5.17 Once a pupil has been identified as making insufficient progress despite receiving additional in-class support, the teacher should:

a. seek help in the intervention process from within the school; and
b. review, together with their colleague(s) within the school providing the additional assistance, the actions that will be taken to support the pupil and the associated targets.

5.18 The identity of the other staff to assist the teacher will be a matter for the school to decide and could include:

a. the literacy or numeracy co-ordinator;
b. (in post-primary schools) the head of department or head of year;
c. a mentor from within the school staff;
d. a member of the school's pastoral support staff;

e. the school's SEN Co-ordinator or other SEN support staff;
f. the co-ordinator for newcomer or Traveller pupils; or
g. the principal, vice-principal, or a member of the school's Senior Management Team.

5.19 The support to be provided for the pupil will be time-bound and reviewed at the end of the process. It is for the teacher, working with the other school staff who are providing support and involving the pupil and their parents where appropriate, to decide the nature, and number of cycles, of support and review.

5.20 It is the school's responsibility to provide this support from within its existing resources. No additional external resources can be accessed at this stage. Nevertheless, the school may wish to seek external advice, for example from other schools with which they already have a relationship.

5.21 A successful outcome is when monitoring and evaluation of progress shows that the pupil is performing at a level consistent with her or his potential.

Addressing continuing underachievement (with external help): by the class or subject teacher with support from outside the school

5.22 Support by the class or subject teacher may be continued or adapted after the review process and more than one approach may be deployed. The teacher, working with the other school staff that are providing support, should seek help from outside the school if the pupil continues to underachieve.

5.23 To arrive at the decision that the teacher would benefit from external support to meet the needs of the pupil, the school must be satisfied that the pupil:

a. has received appropriate on-going support from within the school; and
b. is continuing to underachieve against the targets set.

5.24 The school may decide to seek external support for the teacher from a number of sources. This could include, for example, other schools, the Education and Library

Boards (then ESA), or health professionals. The additional support will focus on helping the teacher meet the needs of the pupil.

5.25 To access help from the Education and Library Boards or ESA the teacher will need to provide:

a. a comprehensive record of the support the pupil has received so far; and
b. evidence that the pupil is still not meeting the targets set.

5.26 The Education and Library Board, then ESA, will need to be satisfied that the school has first taken all reasonable steps to ensure that the programme of support already provided has been appropriate. If the evidence shows that the pupil now needs further strategies to be employed or additional support to be made available, this will be agreed in conjunction with the school and, where appropriate, the pupil and her or his parents.

5.27 The teacher and the Education and Library Board, then ESA, will agree the support to be provided to the teacher, the actions to be taken and the targets to be achieved. The support for the teacher will be time-bound and, with the pupil's progress, will be reviewed against the targets set. The class teacher will remain responsible for the ongoing progress of the pupil.

5.28 A successful outcome is when:

a. monitoring and evaluation of progress shows that the pupil is achieving to her or his potential; and
b. the teacher and the school improves their capacity to meet the needs of the pupil, or others in similar circumstances, by learning from the external support provided.

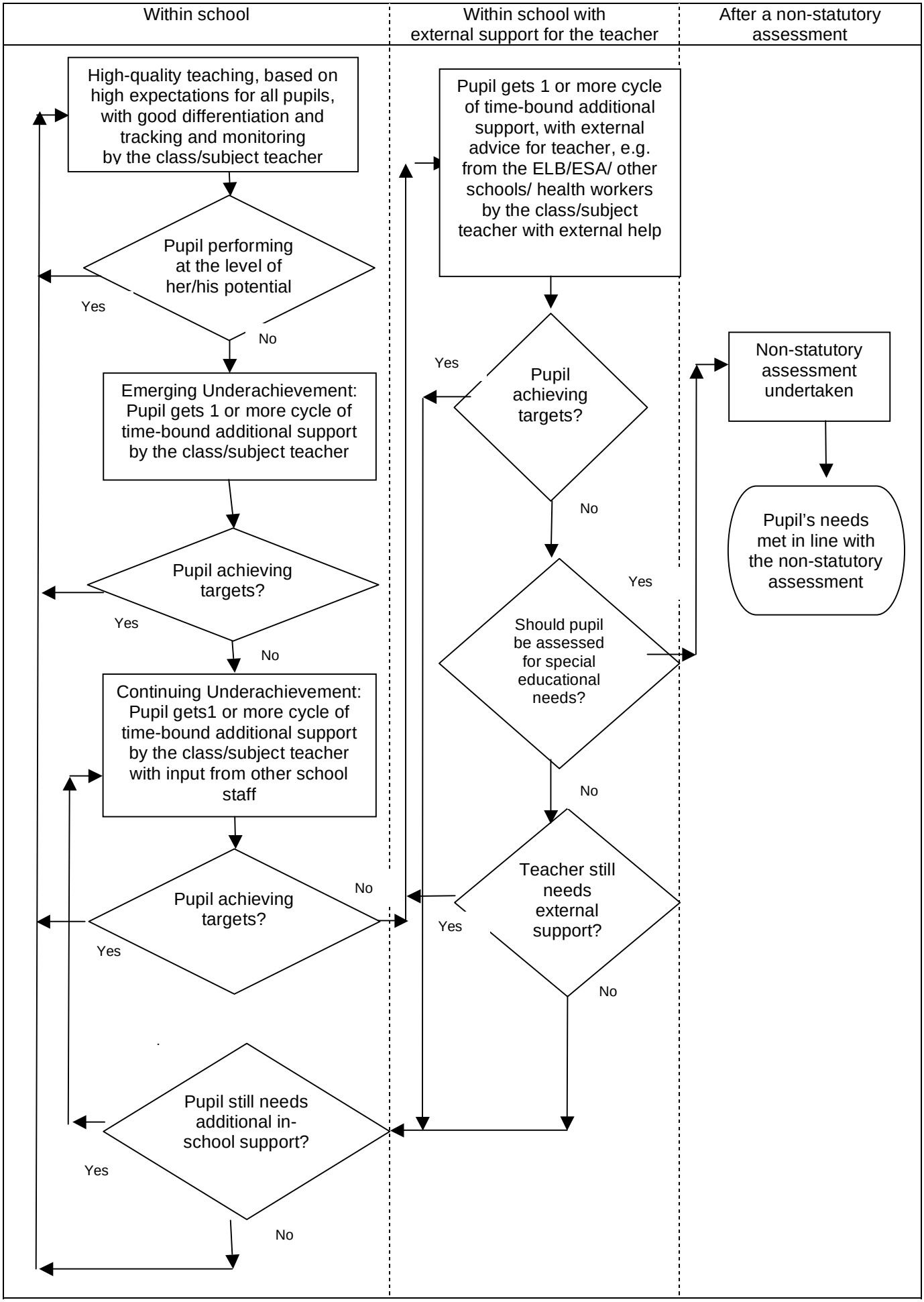
5.29 The review process will involve the teacher, school-based support staff and the Education and Library Board, then ESA. Support for the pupil may be continued or adapted after the review process. If, despite the completion of the planned interventions, a pupil continues to underachieve against the literacy and numeracy

targets set, the teacher, with the support of the others involved in the review, should consider whether the pupil has a special educational need. A special educational need is defined as a learning difficulty that calls for special educational provision to be made[9]. Having a learning difficulty means that a pupil has a significantly greater difficulty in learning than the majority of children of her or his age. Should the teacher decide that special education provision is required for a pupil then the school is required to follow the guidance on school based stages of assessment and provision contained in the Code of Practice on the Identification and Assessment of Special Educational Needs (the Code). The school will wish to consider if a non-statutory assessment is required (stage 3 of the Code).

After a pupil has had a non-statutory assessment through the SEN framework: by the class or subject teacher with support from within the school and as identified in the non-statutory assessment

5.30 A non-statutory assessment (at Stage 3 of the Code) will identify any external support and resources required for the pupil, in addition to the school-based provision already in place. The class or subject teacher, supported by the school leadership team, will continue to be responsible for meeting the pupil's needs.

[9] Defined in the 1996 Education Order.


Within school
Within school with external support for the teacher
After a non-statutory assessment
High-quality teaching, based on high expectations for all pupils, with good differentiation and tracking and monitoring by the class/subject teacher
Pupil performing at the level of her/his potential
Yes
No
Emerging Underachievement: Pupil gets 1 or more cycle of time-bound additional support by the class/subject teacher
Pupil achieving targets?
Yes
No
Continuing Underachievement: Pupil gets1 or more cycle of time-bound additional support by the class/subject teacher with input from other school staff
Pupil achieving targets?
No
Yes
Pupil still needs additional in-school support?
Yes
No
Pupil gets 1 or more cycle of time-bound additional support, with external advice for teacher, e.g. from the ELB/ESA/ other schools/ health workers by the class/subject teacher with external help
Pupil achieving targets?
Yes
No
Should pupil be assessed for special educational needs?
Yes
No
Teacher still needs external support?
Yes
No
Non-statutory assessment undertaken
Pupil's needs met in line with the non-statutory assessment

6 Advice of the working group on literacy and numeracy in Irish-medium education

6.1 The working group on Literacy and Numeracy in Irish-medium Education comprised a wide range of individuals, some with expertise in the issues of literacy and numeracy generally, others with knowledge and experience of the sector's unique sociolinguistic characteristics and some with both. The work of the group reflected and emphasised many of the issues and recommendations in the Review of Irish-medium Education and the report on the Special Educational Needs of Bilingual (Irish-English) Children. The group demonstrated great efforts and concern particularly in consulting with stakeholders and front-line practitioners across the Irish-medium sector. This is reflected in the report of the group, which provided valuable insight into the specific needs of the sector and was considered carefully in preparing and finalising this strategy.

6.2 The group was asked to consider the draft Literacy and Numeracy Strategy and identify what elements would be immediately applicable to Irish-medium settings, what additional dimensions would need to be included, and how the bilingual context might need to be reflected.

6.3 In advising what could be immediately applicable to the Irish-medium sector the group identified:

a. the aims of the strategy;
b. the systematic approach set out to ensure teachers are supported to raise standards in literacy and numeracy for every pupil;
c. the need to identify underachievement where it exists and address it swiftly;
d. the use of research to underpin the development of strategies (recognising that specific research for Irish-medium settings may be necessary);
e. the place of phonics, as one of a range of approaches;
f. the importance of increasing parental involvement, recognising that, in the Irish-medium context, parents have traditionally played a central role

in the life of the school, reflecting the schools' roots in community initiatives;

g. the importance of facilitating professional learning, taking account of the sector's particular needs;
h. the effective use of data, recognising that gaps in the availability of data for the sector need to be addressed; and
i. targets to measure progress, which should include targets for Irish at primary level and GCSE Gaeilge.

6.4 Having considered what additional elements would need to be included in this strategy to reflect the unique sociolinguistic characteristics of Irish-medium education the group advised that there is a need for:

a. recognition of the centrality of language planning and development in literacy and its importance in the development of numeracy through the medium of Irish;
b. recognition of the more central place of language planning across the curriculum, reflected in whole-school planning, to enrich the development of Language and Literacy (Irish and English), including in academic and social contexts;
c. recognition that assessment across all areas of learning, including Language and Literacy and Mathematics and Numeracy, and assessment of the cross curricular skills of Communication and Using Mathematics, needs to reflect the Irish-medium context;
d. sectorally sensitive support for the professional development of those working in Irish-medium education;
e. further research to support best practice in meeting the needs of children learning through the medium of Irish;
f. further development of teaching resources and intervention programmes, taking account of educational priorities;
g. further development of performance and benchmarking data to aid target setting and particularly to support the identification of underachievement in Irish-medium settings;

h. consideration of the linguistic impacts of transition from primary to post-primary settings for pupils continuing to learn through Irish and those transferring to an English-medium school; and
i. equipping parents to support their child's development of Language and Literacy and Mathematics and Numeracy, including parents who have little or no Irish.

6.5 The working group also advised on how the needs of the Irish-medium sector might be reflected in this strategy. This informed the references to specific Irish-medium issues that are included throughout this document.

6.6 In taking forward the recommendations of the working group the Department will build on existing work that is already underway to address the needs of the sector. This will help promote coherence of support for the sector, avoid duplication, and thereby enable a more rapid response. As mentioned above, the working group reflected some of the issues in the reports on the *Review of Irish-medium Education* and the *Special Educational Needs of Bilingual (Irish-English) Children*. Where action is already underway, and the issues have also been emphasised in this literacy and numeracy context, this will be taken into account in progressing the existing work streams. Recommendations specific to the Irish-medium sector that are being taken forward as part of this strategy are included in the action plan in Chapter 8.

7 Links with the draft proposals contained in *Every School a Good School: The Way Forward for SEN and Inclusion* and the draft *Early Years (0-6) Strategy*

Draft Special Educational Needs and Inclusion Policy

7.1 The policy proposals set out in *Every School a Good School: The Way Forward for SEN and Inclusion*, if accepted, would fit with the process outlined above. The proposals expect that the needs of all but a small minority of pupils with SEN who attend mainstream schools can be met within the school.

Draft Early Years (0-6) Strategy

7.2 The draft *Early Years (0-6) Strategy* sets out key objectives for early years' provision, of which the most relevant to this strategy is the first:

> "*promoting better learning outcomes for children by the end of the Foundation Stage, especially in language and number; and in the children's personal and social development, emotional well-being and readiness to learn."*

7.3 There are common issues identified both in this strategy and the draft *Early Years (0-6) Strategy* and these include:

a. identifying best practice;
b. early intervention where necessary;
c. tackling barriers to learning;
d. ensuring help for those with additional or special educational needs; and
e. developing strong links with families and communities.

7.4 The *Early Years (0-6) Strategy* proposes reviewing the pre-school curriculum, reflecting the centrality of the curriculum to this Literacy & Numeracy Strategy. It also proposes setting out the milestones to be expected in a child's development, which parallels the importance of assessment arrangements in this strategy.

7.5 It is clear that this Literacy & Numeracy strategy and the *Early Years (0-6) Strategy* are based upon a consistent set of principles, tailored to take account of the differing ages and needs of the pupils.

8. Key targets and action plan

8.1 The aims of this Literacy & Numeracy Strategy are set out in paragraph 1.5 and can be summarised as raising overall standards of achievement in literacy and numeracy and closing the gaps in achievement. This chapter sets out targets for the levels of achievement that we expect to see in the long term if we are successful in meeting our aims. We will track whether the strategy is delivering the intended improvements in literacy and numeracy by monitoring progress towards these targets.

8.2 This chapter also sets out the actions we will take in order to achieve our aims of raising standards and closing the achievement gap. We will monitor progress against an action plan to ensure the actions are implemented. We will also look at inspection evidence and ask the ELBs, then ESA, to report annually on progress in raising school standards.

Targets for achievement in literacy and numeracy

8.3 In 2006 the Audit Office produced a report on how the 1998 literacy and numeracy strategy had impacted on raising standards in schools. The Audit Office's findings were considered by the Public Accounts Committee (PAC), who highlighted shortcomings relating to the Department's targets:

> "We are extremely disappointed that literacy and numeracy targets have been frequently adjusted since the introduction of the Strategy. […] We expect the Department's current review of the Strategy to establish an approach to target setting which will communicate a clear message around which schools can mobilize resources in tackling underachievement in literacy and numeracy. We also expect the Department to maintain a consistent approach to targets rather than adjust them when results are falling short."[10]

[10] Improving Literacy and Numeracy in Schools (Northern Ireland), recommendation 6, p. 6. PAC.

8.4 DE publishes targets for achievement in literacy and numeracy on our website and these include Public Service Agreement (PSA) targets for 2008 - 2011 (see Appendix 4 for those relating to literacy and numeracy). However, we also need long term targets. These are set out below and include targets already published by the Department, revised upwards where necessary to reflect the performance to date and the need to make continued improvement. In order to see if we are on track to reach our long term targets we have also set milestones that we want to achieve as this strategy is implemented.

8.5 In setting long term targets for achievements in literacy and numeracy we considered:

a. the proportions of pupils currently reaching the expected level at Key Stages 2 and 3 and the proportions getting A*-C in GCSE English, GCSE Gaeilge, and GCSE mathematics;
b. forward projections of the actual recent trends in improvement;
c. the potential impact of improving the performance of schools where results are currently below average;
d. the impact of ensuring that credible qualifications, particularly those that are equivalent to GCSE, are available to record the achievements of all pupils;
e. the longer-term potential for raising standards, indicated by our average performance in the international PISA comparisons; and
f. international evidence of the performance of pupils in other education systems.

8.6 In setting long-term targets the available data was considered alongside the need for realism. The targets are stretching, but it has been assumed that the range of policy interventions underway, combined with action to tackle any slippage, will enable our education system to reach these levels of performance.

Targets for improving educational outcomes in Literacy and Numeracy

	Actual Performance				Milestones[11]		Long Term Target
	2005/6	2006/7	2007/8	2008/9	2011/12	2014/15	2019/20
Key Stage 2 Communication, in English (% of pupils at expected level)	78.0%	78.0%	78.8%	80.1%	83%[12]	86%	90%+[13]
Key Stage 2 Communication, in Irish (% of pupils at expected level) - pupils educated through the medium of Irish	77.7%	83.1%	80.7%	82.0%	84%[14]	86%	90%+[15]
Key Stage 2 Maths (% of pupils at expected level)	80.0%	79.5%	80.6%	81.3%	84%[16]	86%	90%+[17]
Key Stage 3 Communication, in English (% of pupils at expected level)	76.6%	78.2%	79.2%	78.9%	81%	83%	85%+
Key Stage 3 Communication, in Irish (% of pupils at expected level) - pupils educated through the medium of Irish	86.1%	93.3%	88.1%	92.1%	85%[18]+	85%+	85%+
Key Stage 3 Maths (% of pupils at expected level)	72.9%	74.4%	74.1%	77.3%	80%[19]	82%	85%+
School leavers with at least 5 GCSEs A*-C (or equivalent) inc GCSEs in English and Maths	52.6%	54.2%	56.3%	58.4%	61%[20]	66%	70%+
School leavers with at least 5 GCSEs A*-C (or equivalent) inc GCSEs in English and Maths – Girls	58.4%	59.6%	62.6%	63.7%	65%	70+%	70%+

[11] Results from this academic year.
[12] The milestone target of 80% has already been exceeded and a new milestone target set.
[13] Milestone target revised up from 85%.
[14] The milestone target of 80% has already been exceeded and a new milestone target set.
[15] Milestone target revised up from 85%.
[16] Milestone target of 82% has been revised and a new milestone target set.
[17] Milestone target revised up from 86%.
[18] Milestone target of 80% has already been exceeded and a new milestone target set.
[19] Milestone target of 76% has already been exceeded and a new milestone target set.
[20] Milestone target of 55% has already been exceeded and a new milestone target set.

	Actual Performance				Milestones[11]		Long Term Target
	2005/6	2006/7	2007/8	2008/9	2011/12	2014/15	2019/20
School leavers with at least 5 GCSEs A*-C (or equivalent) inc GCSEs in English and Maths – Boys	47.0%	49.0%	50.2%	53.1%	56%	62%	70%+
School leavers with at least 5 GCSEs A*-C (inc GCSEs in English and Maths) – FSME[21] pupils only	26.3%	27.1%	27.7%	29.7%	39%[22]	49%	65%+
School leavers with at least 5 GCSEs A*-C (or equivalent) inc GCSEs in Gaeilge, English and Maths - pupils educated through the medium of Irish	Validated Gaeilge data have not been collected as part of the School Leavers Survey. A process for collecting and validating these data will be established for results in the 2009/10 academic year.				To be confirmed	To be confirmed	70%+

8.7 The PAC report on the 1998 literacy and numeracy strategy contained the conclusion that the management of the strategy would have benefited if the Department had taken a stronger central lead. It also noted:

"One of the key priorities for the Department is ensuring continued improvement in literacy and numeracy standards in primary and post-primary schools. In our view, the Department's approach to continuous improvement needs to be enhanced."[23]

"To date, the Strategy has failed to narrow the long standing gap between the best and lowest literacy and numeracy performers in Northern Ireland schools. The wide variation in achievement levels between pupils suggests to us that problems exist, either in the implementation of the current Strategy or inherently in the methodologies it promotes. The Department cannot continue with an approach to literacy and numeracy that, despite good intentions, appears to set up a significant number of children for failure. It has to be a priority of the utmost importance for the Department's current review of its Strategy to ensure that this gap is closed."[24]

[21] If the criteria for entitlement to Free School Meals are changed, this target will be reconsidered.
[22] Milestone target of 30% has been revised and a new milestone target set.
[23] Improving Literacy and Numeracy in Schools (Northern Ireland), p.12, para. 12.1.
[24] Improving Literacy and Numeracy in Schools (Northern Ireland), recommendation 11, p. 7. PAC.

8.8 The PAC findings and recommendations make clear that DE needs to take appropriate action to ensure this strategy is implemented in all schools. This implementation will be taken forward in two main ways. First, teachers need to be clear that their professional actions and judgements are the key to raising standards in literacy and numeracy. They must be supported in implementing a broad and balanced range of approaches to developing young people's skills and in identifying and addressing underachievement. Second, there must be a focus on literacy and numeracy throughout the education system, including from teachers, school leaders, governors, ELBs, CCEA, CCMS, and DE. This must be reflected in appropriate planning, target setting and accountability, supported by fit for purpose governance and accountability arrangements.

8.9 DE will monitor progress towards the milestone and long-term targets for achievement in literacy and numeracy and will have to account to the public and the Assembly for the performance of the education system as a whole.

8.10 An action plan has been developed to help support schools and parents as this strategy is implemented. DE will oversee this action plan, which is set out below. Through its Inspectorate, DE will assess progress on this action plan in 2013/14 and 2015/16. Milestone targets have been identified where considered appropriate.

Our action plan is based on taking action to ensure that:

- Teachers receive high quality support to help them raise standards of literacy and numeracy.
- Teachers have access to curricular resources that have literacy and numeracy at their core.
- Teachers have access to examples of best practice in raising literacy and numeracy standards.
- Teachers get the right help at the right time to tackle underachievement.
- School Governors are supported in fulfilling their role in raising standards in literacy and numeracy.
- School leaders supported in leading the raising of standards in literacy and numeracy.
- Teachers and school leaders can be satisfied as to the quality and relevance of the support available to them
- Parents get help to support their children's development of literacy and numeracy.
- Pupils, parents and society are kept informed about standards of literacy and numeracy.
- Resources are used as effectively as possible to support raising standards in literacy and numeracy.

Action plan to raise standards in literacy and numeracy 2011 - 2015

	Aim	What will be done	Who	Milestones
1	Teachers receive high quality support to help them raise standards of literacy and numeracy.	a) Support provided for teachers that equips them with knowledge of a range of evidence based, best practice teaching approaches for developing literacy and numeracy.	ELBs, CCEA (then ESA)	From Sept 2011.
		b) Advice, guidance and professional development will be provided to support teachers in introducing new assessment arrangements in the cross-curricular skills of Communication and Using Mathematics, which complements the training at 1(a).	ELBs, CCEA (then ESA)	New assessments arrangements introduced in 2012/13 school year.
2	Teachers have access to curricular resources that have literacy and numeracy at their core.	a) Resources being provided for teachers will integrate literacy and numeracy and link to the cross-curricular skills and levels of progression for Communication and Using Mathematics.	CCEA ELBs, (then ESA)	
		b) Appropriate resources provided for teachers in Irish-medium settings that support raising of literacy and numeracy standards in the Irish-medium context, and take account of the advice of the Irish-medium working group on literacy and numeracy.	CCEA ELBs, (then ESA)	
3	Teachers have access to examples of best practice in raising literacy and numeracy standards.	The dedicated internet TV channel ESAGS.tv will place a particular emphasis on sharing best practice in raising standards in literacy and numeracy.	ELBs, (then ESA)	
4	Teachers get the	a) Teachers will be supported by	Schools	

	Aim	What will be done	Who	Milestones
	right help at the right time to tackle underachievement.	school leaders, literacy and numeracy co-ordinators, or other staff in the school to help a child with ongoing underachievement in literacy and/or numeracy.		
		b) Facilitate help for teachers that need additional support from outside the school, to meet the needs of children persistently underachieving in literacy and numeracy, as set out in Chapter 5 of this strategy.	ELBs	
5	School Governors are supported in fulfilling their role in raising standards in literacy and numeracy.	Advice and support provided for Governors that complements the handbook, *Every School a Good School – the Governors' Role,* and emphasises their role in raising standards in literacy and numeracy.	ELBs (then ESA)	
6	School leaders supported in leading the raising of standards in literacy and numeracy.	a) New school development planning regulations and guidance were introduced in January 2011. Advice, guidance and support will be provided for school leaders to assist them in preparing school development plans that have a focus on raising standards in literacy and numeracy.	ELBs (then ESA)	All schools to have revised SDPs by 2014, in line with the 3-year cycle for the full revision of a school's SDP.
		b) Leadership programmes, including PQH, will be reviewed to ensure appropriate emphasis is placed on leadership for raising standards in literacy and numeracy	ELBs, (then ESA)	
		c) Guidance will be developed on engaging and informing parents	ELBs CCEA	By March 2012

	Aim	What will be done	Who	Milestones
		(particularly those considered "hard to reach") about their children's education.	(then ESA)	
7	Teachers and school leaders can be satisfied as to the quality and relevance of the support available to them	a) ETI will be asked to review and report on the quality of the continuous professional development and wider support and guidance being provided by the ELBs and CCEA to schools as part of this strategy.	DE (via ETI)	Inspection reports published in 2013/14 and 2015/16.
8	Parents get help to support their children's development of literacy and numeracy.	a) Guidance will be developed to help parents prepare their pre-school children for school.	ELBs CCEA (then ESA)	By March 2012.
9	Pupils, parents and society are kept informed about standards of literacy and numeracy.	a) New arrangements for assessing pupils' progress and performance in the cross-curricular skills of Communication and Using Mathematics will be introduced.	ELBs CCEA (then ESA)	From 2012/13 school year.
		b) Guidance will be developed to assist schools in helping parents support their school-aged children's development of literacy and numeracy.	ELBs CCEA (then ESA)	By March 2012.
		c) Pupil record regulations will be updated to support more effective transitions for pupils, particularly from primary to post-primary.	DE	By March 2012.
		d) The scope to introduce additional level 2 qualifications to recognise achievement in literacy and numeracy to complement existing GCSE courses	DE CCEA (then ESA).	

	Aim	What will be done	Who	Milestones
		in English and Maths will be explored.		
		e) The position on using Essential Skills in schools to record pupils' achievements in literacy and numeracy will be clarified.	DE CCEA (then ESA).	By Sept 2011.
		f) The criteria that apply to the delivery of GCSE English and mathematics will be reviewed, in the context of this strategy, so that future requirements ensure clear progression from Key Stage 3.	DE CCEA (then ESA).	By Dec 2013.
		g) Evaluation of how effectively primary school teachers and principals are using InCAS for diagnostic, planning and evaluative purposes and to improve outcomes in literacy and numeracy, taking account of ongoing inspection evidence.	DE CCEA (then ESA).	From Sept 2011.
		h) Parents will be clearly informed about school standards, particularly in literacy and numeracy, through the school inspection process.	DE	Chief Inspector's Reports, 2012, 2014.
		i) External, independent assessments of the performance of the education system, such as TIMSS, PIRLS and PISA, will be commissioned to provide international benchmarks of standards of literacy and numeracy (and ICT skills).	DE	PIRLS and TIMSS to report Dec 2012. PISA 2012 to report in 2013.
10	Resources are used as effectively as possible to support	a) The impact of Alta on standards of numeracy will be assessed.	DE CCEA (then	From April 2011.

	Aim	What will be done	Who	Milestones
	raising standards in literacy and numeracy.		ESA).	
		b) Extended schools will ensure their extended schools activities or services are integrated into their planning for raising standards.	DE ELBs (then ESA).	
		c) In the context of North-South work to address educational underachievement, an annual work plan to address underachievement in literacy and numeracy will be developed.	DE	

Appendix 1 Education performance data

A1.1 There are many strengths in our education system. There are also significant challenges and the Chief Inspector's Report noted:

"Improving standards in literacy and numeracy remains a major challenge to our schools."[25]

A1.2 This was echoed by the Literacy and Numeracy Taskforce, which noted that our school system:

"has many strengths but there are also significant weaknesses and particular areas of underperformance that need to be addressed."[26]

A1.3 Reports in 2006 by the Audit Office and Public Accounts Committee, on the limited success of the 1998 strategy to raise literacy and numeracy standards, highlighted the need for further improvements.

A1.4 There is clear evidence showing the degree of the challenge we face. Detailed figures are shown below.

<u>Children Leaving Primary School</u>

A1.5 The Chief Inspector noted the scale of the challenge (emphasis as in the original report):

"While there have been slight improvements in the standards for school-aged learners in literacy and numeracy in recent years, ***overall improvement in the standards of literacy and numeracy remains a priority for all phases****."*[27]
(emphasis in original)

[25] Chief Inspector's Report 2006 – 2008, p. 12
[26] Report of the Literacy and Numeracy Taskforce 2008/2009, p.11.
[27] Chief Inspector's Report 2008 – 2010, p. 16

Percentage of pupils achieving the expected level in Key Stage 2 Assessments 2001 – 2009

	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
Irish	N/A	N/A	N/A	N/A	76.3%	77.7%	83.1%	80.7%	82.0%
English	72.8%	73.9%	75.6%	N/A	76.6%	78.0%	78.0%	78.8%	80.1%
Maths	75.7%	77.0%	78.2%	N/A	79.0%	80.0%	79.5%	80.6%	81.3%

Percentage of pupils achieving the expected level in Key Stage 3 Assessments 2001 – 2009

	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
Irish	N/A	N/A	N/A	N/A	N/A	86.1%	93.3%	88.1%	92.1%
English	72.7%	73.9%	74.9%	N/A	74.6%	76.6%	78.2%	79.2%	78.9%
Maths	71.2%	71.9%	74.2%	N/A	73.9%	72.9%	74.4%	74.1%	77.3%

Gaeilge and English - Percentage of Year 12 students achieving A*-C and A*-G (2001 – 2009) at GCSE

	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
Gaeilge A*-C	N/A	N/A	N/A	N/A	N/A	77.1%	83.3%	83.3%	95.2%
Gaeilge A*-G	N/A	N/A	N/A	N/A	N/A	100%	100%	100%	100%
English A*-C	60.4%	60.5%	60.8%	60.8%	62.0%	62.6%	63.2%	63.9%	64.3%
English A*-G	89.5%	88.7%	89.7%	89.7%	89.8%	89.3%	89.9%	89.5%	89.8%

Source: RM Data Solutions

Maths - Percentage of Year 12 students achieving A*-C and A*-G (2001 – 2009) at GCSE

Maths	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
A*-C	56.2%	57.8%	57.3%	55.6%	57.9%	57.9%	58.6%	60.9%	60.5%
A*- G	88.5%	89.2%	88.9%	87.3%	89.0%	88.5%	89.2%	90.7%	90.1%

Source: RM Data Solutions

Maths and English - Percentage of Year 12 students achieving (2001 – 2009) A*-C at in both GCSEs

Maths and English	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
A*-C	51.0%	51.7%	51.5%	50.8%	52.5%	52.9%	53.4%	54.7%	54.5%

Source: RM Data Solutions

Percentage of Year 12 students learning through the medium of Irish achieving 5+ GCSE (or equivalent) A*-C including Gaeilge, English and Maths 2006 – 2009

	2005/6	2006/7	2007/8	2008/9
A*-C	55.7%	36.4%	48.4%	46.6%

Source: RM Data Solutions

Percentage of school leavers achieving at least 5+ GCSE (or equivalent) A*-C including English and Maths 2006 – 2009

	2005/6	2006/7	2007/8	2008/9
Girls	58.4%	59.6%	62.6%	63.7%
Boys	47.0%	49.0%	50.2%	53.1%
Total	52.6%	54.2%	56.3%	58.4%

Source: School Leavers Survey

	2005/6	2006/7	2007/8	2008/9
Belfast & Derry LGDs	45.6%	47.3%	50.4%	53.2%
Other LGDs	54.4%	56.1%	57.9%	59.7%
Total	52.6%	54.2%	56.3%	58.4%

Data are based on the residential postcode of each individual pupil

Source: School Leavers Survey

	2005/6	2006/7	2007/8	2008/9
Entitled to FSM	26.4%	27.1%	27.7%	29.7%
Not Entitled to FSM	58.5%	60.0%	61.6%	63.6%
Total	52.6%	54.2%	56.3%	58.4%

Source: School Leavers Survey

Equality Issues

A1.6 An inequitable system may be defined as one that produces variations in the performance of pupils based on characteristics such as:

a. socio-economic background, as measured, for example by entitlement to Free School Meals;
b. gender;
c. sexual orientation;
d. race;
e. community background;
f. whether or not they have a disability;
g. whether or not they have an additional learning need;
h. whether or not they experience domestic violence;
i. whether or not they have dependents;
j. whether or not they come from the Traveller Community; or
k. whether or not they attend an urban or rural school.

A1.7 Where data is available there is evidence that the characteristics set out above are associated with variations in the performance of pupils in our education system. Raising standards for all children and closing the achievement gap will help ensure that, regardless of characteristics such as those set out above, each child can fulfil her or his full potential.

Appendix 2 Consultation responses on the draft strategy

A2.1 Consultation on the draft Literacy and Numeracy strategy took place between June and November 2008. There were 213 responses, which were generally supportive of the draft (see DE web site).

Table 1: Summary of Responses to the Consultation

	Yes	**No**
1. Do you agree with no academic selection at post primary?	**41%**	**59%**
Grammar schools made up 24% of respondents to this question (38 responses from 14 schools, out of a total of 154 responses) and responded as follows:	**5%**	**95%**
Other respondents made up 76% of respondents to this question and responded as follows:	**52%**	**48%**
2. Do you agree with the aims and objectives of the proposed strategy?	**87%**	**13%**
3. The revised strategy puts forward a three-pronged approach in terms of Wave One, Wave Two and Wave Three. Do you agree with the approach for Wave One?' (Wave One was High-quality, whole-class teaching)	**84%**	**16%**
4. Do you agree with the approach for Wave Two?' (Wave Two was High-quality teaching plus additional support for identified pupils)	**81%**	**19%**
5. Do you agree with the approach for Wave Three?' (Wave Three was High-quality teaching plus personalised support to meet the specific needs of individual pupils)	**80%**	**20%**
6. Do you agree with the proposed support measures to facilitate professional learning and help ensure effective implementation of the strategy?	**87%**	**13%**
7. Do you agree with the proposed targets and	**65%**	**35%**

milestones?		
8. Do you agree with the roles and responsibilities detailed? (This set out roles for schools, statutory education bodies, teacher education institutions, the ETI, DE, and the Literacy and Numeracy Taskforce)	**78%**	**22%**

A2.2 A number of common themes emerged in the consultation responses, including the importance of:

a. the role of parents and the community;
b. high-quality experiences for children in their early years;
c. teacher training, from Initial Teacher Education to Continuing Professional Development;
d. disseminating good practice; and
e. adequate resourcing.

A2.3 Respondents also emphasised the need to ensure clear, distinctive language was used when discussing literacy and numeracy and special educational needs. In particular, when discussing the core elements of the draft Literacy and Numeracy strategy, some people found references to "Waves" 1 to 3 confusing. This has been addressed.

Children's Consultation

A2.4 There were two strands to this element of the consultation:

a. DE issued a Children and Young People's version of the strategy with a response form – 278 responses were received, including returns from pupils in primary and post-primary schools and from pupil councils; and

b. DE commissioned Barnardo's to carry out a more in-depth consultation – this included questionnaires, focus groups and small group/individual interviews and involved a total of 540 children and young people across the range of school phases and Section 75 groups.

A2.5 The findings from both elements of the children and young people's consultation were similar. Children and young people:

a. were aware of the importance of literacy and numeracy;
b. generally felt positive about learning to read, write and do maths;
c. recognised the importance of good teachers and help at home;
d. were less likely to have positive experiences of literacy and numeracy if they faced barriers to learning; and
e. highlighted the importance of early support when problems with literacy and numeracy began.

Parents' Consultation

A2.6 The Parenting Forum consulted with 14 groups across the country, made up of 116 parents caring for over 290 children. The groups included parents of pre-school children, grandparents, parents of children with special needs and parents representing Irish-speaking communities and ethnic and minority groups. The consultation found that:

a. parents felt that their children's learning began at birth and this was supported by parents talking, reading and doing activities with their children;
b. parents felt it was important to be involved with their children's education from nursery onwards;
c. the relationship that schools and teachers had with parents was considered crucial to supporting children's education;
d. parents wanted to be kept informed about what their child was being taught, how it was being taught and how their child was doing at school;
e. parents wanted support in being involved at all levels in their children's learning; and
f. the support provided by schools to assist parents to help their children varied from non-existent to excellent.

Consultation on the Equality Impact Assessment (EQIA)

A2.7 The consultation on the EQIA was conducted at the same time as the consultation on the draft literacy and numeracy strategy. The respondents to the consultation on the EQIA were generally supportive of the strategy and welcomed the emphasis on raising standards for every pupil and on addressing the needs of those pupils most at risk of underachievement.

The main issues raised during the consultation on the EQIA were:

a. the need for the strategy to emphasise the raising of standards and provision of a quality learning experience for everyone;

b. the need to address the link between underachievement and socio-economic disadvantage, including targeting resources to support literacy and numeracy and the need for an inter-agency/cross-departmental approach, which includes the voluntary/community sector, to address the causes of disadvantage;

c. the need to address underachievement and the challenges faced by particular groups of young people, in particular, boys, the most disadvantaged, those in the lowest performing schools, those with special educational needs, deaf children, children within the youth justice system and looked after children;

d. the need for children who are experiencing difficulties to be identified as early as possible and for resourcing to be in place to provide the support they require;

e. the need for the strategy to focus on, and proactively involve, children and young people;

f. the need for greater clarity about how parents can be further involved in supporting their child's education;

g. the need for the strategy to link with DE's draft *Early Years (0-6) Strategy* to ensure children have the best possible start to their education; and

h. the need for appropriate resourcing, support and funding to implement of the strategy.

Appendix 3 Levels of Progression for Communication and Using Mathematics

03/03/10

Draft Levels of Progression in COMMUNICATION across the curriculum: Primary Levels 1 - 5

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Communication	Level 1	Level 2	Level 3	Level 4
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in: **Talking and Listening** Pupils should be enabled to:	In familiar situations, when listening to and responding to a range of stimuli, pupils can...	In familiar situations, when listening to and responding to a range of stimuli, pupils can...	In a range of situations and for a variety of audiences and purposes, pupils can...	In a range of contexts with different audiences and taking account of a variety of purposes, pupils can…
• listen to and take part in discussions, explanations, role-plays and presentations;	• listen for information; • take on the role of someone else; • understand short explanations and simple discussions; • follow short, straightforward instructions;	• identify the main points of conversations and explanations; • take part in role-play interacting with others; • listen to and carry out a sequence of instructions;	• listen for specific information; • maintain a role;	• listen attentively; • develop a role;
• contribute comments, ask questions and respond to others' points of view;	• ask and answer questions for specific information;	• follow discussions, make contributions and observe conventions of conversation; • ask and answer questions to develop understanding;	• follow the main points of discussions and make contributions which show understanding; • ask and respond to questions to extend understanding;	• make relevant contributions to discussion; • ask questions about others' points of view and respond appropriately;
• communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;	• use vocabulary from within their experience to describe thoughts and feelings;	• use a general vocabulary to express thoughts, imaginings and opinions;	• explain their views/thinking; • use an expanding vocabulary;	• explain information, ideas and opinions clearly; • use an appropriate vocabulary;
• structure talk so that ideas can be understood by others;	• talk about their experiences;	• talk about events in sequence with supporting detail;	• sequence events and plan what to say;	• plan an approach to talking;
• speak clearly and adapt ways of speaking to audience and situation;	• speak audibly to be heard and understood;	• speak clearly to be heard and understood;	• vary their voice and intonation;	• use language techniques and register to engage the listener;
• use non-verbal methods to express ideas and engage with the listener.	• make eye contact and take turns whilst engaging in conversation.	• use body language to show engagement.	• understand that body language may influence the listener.	• use non-verbal methods to engage the listener.
Reading Pupils should be enabled to:	Pupils can...	Engaging with a range of short, simple texts, both reading aloud and silently, pupils can...	Engaging with a range of longer texts for a variety of purposes both reading aloud and silently, pupils can...	Engaging with a range of texts of varying lengths for a variety of purposes, pupils can…
• read a range of texts* for information, ideas and enjoyment;	• show understanding of the meaning carried by print, pictures and images;	• understand, recount and sequence events and information;	• recognise, understand and sequence main points; • paraphrase with general accuracy;	• show understanding by identifying and summarising information; • paraphrase;
• use a range of strategies to read with increasing independence;	• understand that words are made up of sounds and syllables and that sounds are represented by letters; • use reading strategies;	• use a range of reading strategies;	• choose and use reading strategies independently;	• read independently;
• find, select and use information from a range of sources;	• read and understand familiar words, signs and symbols in the environment; • use visual clues to locate information;	• select information for a purpose; • use basic alphabetical knowledge and visual clues to locate information;	• use organisational features including alphabetical order to locate and obtain information;	• locate relevant information and use it appropriately;
• understand and explore ideas, events and features in texts*;	• use language associated with texts*;	• recognise some forms and features of texts*;	• understand that there are different forms and features of texts*; • make deductions using information from the text*;	• recognise main features and understand how these are linked to form and purpose; • understand explicit meanings and recognise some implicit meanings;
• use evidence from texts* to explain opinions.	• talk about what they read and answer questions.	• ask questions to seek clarification that develops understanding; • express opinions and make predictions.	• ask and respond to questions to extend understanding; • express opinions and give reasons.	• explain opinions about what they read.
Writing Pupils should be enabled to:	Pupils can...	In a limited and specified range of forms, pupils can...	In a range of specified forms and for specified audiences and purposes, pupils can...	In a range of forms, for different audiences and purposes, pupils can…
• talk about, plan and edit work;	• talk about what they are going to write;	• talk about what they are going to write and how they will present their writing; • make changes in relation to agreed criteria;	• talk about and plan their writing; • make improvements to their writing;	• plan and make use of planning; • check writing to make improvements in accuracy and meaning;
• communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	• express thoughts, feelings and ideas from within their experience using symbols, pictures, words, phrases and simple sentences;	• express thoughts, feelings and ideas, from within their experience, using a general vocabulary; • show a sense of structure and organisation;	• express thoughts, feelings, ideas and opinions; • structure and sequence their writing; • provide supporting detail using an expanding vocabulary;	• express thoughts, feelings, ideas and opinions, giving reasons when appropriate; • structure writing, including using paragraphs; • express meaning clearly, using an appropriate vocabulary and level of detail;
• develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;		• write using a given form;	• use the form appropriately;	• choose from and use a range of forms, as appropriate;
• write with increasing accuracy and proficiency.	• write words using sound-symbol correspondence; • write personal and familiar words; • form lower and upper-case letters.	• use basic punctuation; • spell and write common and familiar words recognisably; • produce legible handwriting.	• start sentences in different ways; • use basic punctuation and grammar accurately; • spell and write frequently used and topic words correctly; • produce handwriting which is accurately formed and consistent in size.	• vary word order and use linking words within sentences; • use a range of punctuation accurately; • use accurate grammar and spelling on most occasions.

* Note on texts: Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual, digital and symbolic forms

03/03/10

Draft Levels of Progression in COMMUNICATION across the curriculum: Primary Levels 1-5

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Communication	Level 5
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Talking and Listening Pupils should be enabled to:	In a range of formal and informal contexts with different audiences and for a variety of purposes, pupils can...
• listen to and take part in discussions, explanations, role-plays and presentations;	• listen to and identify relevant information and ideas; • make relevant contributions in different roles;
• contribute comments, ask questions and respond to others' points of view;	• ask questions to explore and develop ideas; • discuss their own and others' ideas;
• communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;	• justify ideas and opinions; • communicate detailed information clearly using precise vocabulary;
• structure talk so that ideas can be understood by others;	• structure their talk logically and coherently;
• speak clearly and adapt ways of speaking to audience and situation;	• use language techniques and register to maintain the interest of the listener;
• use non-verbal methods to express ideas and engage with the listener.	• use non-verbal methods to maintain the interest of the listener.
Reading Pupils should be enabled to:	Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, pupils can...
• read a range of texts* for information, ideas and enjoyment;	• show understanding by identifying and summarising information, ideas and details;
• use a range of strategies to read with increasing independence;	
• find, select and use information from a range of sources;	• select and manage information from a range of sources;
• understand and explore ideas, events and features in texts*;	• describe language, structure and presentation; • understand some implicit meanings and attitudes; • differentiate between fact and opinion;
• use evidence from texts* to explain opinions.	• make reference to text* to support opinions and draw conclusions.
Writing Pupils should be enabled to:	In a range of forms, for different audiences and purposes, including in formal situations, pupils can...
• talk about, plan and edit work;	• redraft to improve accuracy and meaning;
• communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	• use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; • structure writing logically and coherently;
• develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;	• match writing to purpose and audience; • present information effectively, using a formal style where appropriate;
• write with increasing accuracy and proficiency.	• create sentence structures which help to convey meaning; • use a range of punctuation consistently and accurately; • use accurate grammar and spelling.

* Note on texts: Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual, digital and symbolic forms

03/03/10

Draft Levels of Progression in COMMUNICATION across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Communication	Level 1	Level 2	Level 3	Level 4
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	In familiar situations, when listening to and responding to a range of stimuli, pupils can...	In familiar situations, when listening to and responding to a range of stimuli, pupils can...	In a range of situations and for a variety of audiences and purposes, pupils can...	In a range of contexts with different audiences and taking account of a variety of purposes, pupils can…
Talking and Listening Pupils should be enabled to:				
• listen to and take part in discussions, explanations, role-plays and presentations;	• listen for information; • take on the role of someone else; • understand short explanations and simple discussions; • follow short, straightforward instructions;	• identify the main points of conversations and explanations; • take part in role-play interacting with others; • listen to and carry out a sequence of instructions;	• listen for specific information; • maintain a role;	• listen attentively; • develop a role;
• contribute comments, ask questions and respond to others' points of view;	• ask and answer questions for specific information;	• follow discussions, make contributions and observe conventions of conversation; • ask and answer questions to develop understanding;	• follow the main points of discussions and make contributions which show understanding; • ask and respond to questions to extend understanding;	• make relevant contributions to discussion; • ask questions about others' points of view and respond appropriately;
• communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;	• use vocabulary from within their experience to describe thoughts and feelings;	• use a general vocabulary to express thoughts, imaginings and opinions;	• explain their views/thinking; • use an expanding vocabulary;	• explain information, ideas and opinions clearly; • use an appropriate vocabulary;
• structure talk so that ideas can be understood by others;	• talk about their experiences;	• talk about events in sequence with supporting detail;	• sequence events and plan what to say;	• plan an approach to talking;
• speak clearly and adapt ways of speaking to audience and situation;	• speak audibly to be heard and understood;	• speak clearly to be heard and understood;	• vary their voice and intonation;	• use language techniques and register to engage the listener;
• use non-verbal methods to express ideas and engage with the listener.	• make eye contact and take turns whilst engaging in conversation.	• use body language to show engagement.	• understand that body language may influence the listener.	• use non-verbal methods to engage the listener.
Reading Pupils should be enabled to:	Pupils can...	Engaging with a range of short, simple texts, both reading aloud and silently, pupils can...	Engaging with a range of longer texts for a variety of purposes both reading aloud and silently, pupils can...	Engaging with a range of texts of varying lengths for a variety of purposes, pupils can…
• read a range of texts* for information, ideas and enjoyment;	• show understanding of the meaning carried by print, pictures and images;	• understand, recount and sequence events and information;	• recognise, understand and sequence main points; • paraphrase with general accuracy;	• show understanding by identifying and summarising information; • paraphrase;
• use a range of strategies to read with increasing independence;	• understand that words are made up of sounds and syllables and that sounds are represented by letters; • use reading strategies;	• use a range of reading strategies;	• choose and use reading strategies independently;	• read independently;
• find, select and use information from a range of sources;	• read and understand familiar words, signs and symbols in the environment; • use visual clues to locate information;	• select information for a purpose; • use basic alphabetical knowledge and visual clues to locate information;	• use organisational features including alphabetical order to locate and obtain information;	• locate relevant information and use it appropriately;
• understand and explore ideas, events and features in texts*;	• use language associated with texts*;	• recognise some forms and features of texts*;	• understand that there are different forms and features of texts*; • make deductions using information from the text*;	• recognise main features and understand how these are linked to form and purpose; • understand explicit meanings and recognise some implicit meanings;
• use evidence from texts* to explain opinions.	• talk about what they read and answer questions.	• ask questions to seek clarification that develops understanding; • express opinions and make predictions.	• ask and respond to questions to extend understanding; • express opinions and give reasons.	• explain opinions about what they read.
Writing Pupils should be enabled to:	Pupils can...	In a limited and specified range of forms, pupils can...	In a range of specified forms and for specified audiences and purposes, pupils can...	In a range of forms, for different audiences and purposes, pupils can…
• talk about, plan and edit work;	• talk about what they are going to write;	• talk about what they are going to write and how they will present their writing; • make changes in relation to agreed criteria;	• talk about and plan their writing; • make improvements to their writing;	• plan and make use of planning; • check writing to make improvements in accuracy and meaning;
• communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	• express thoughts, feelings and ideas from within their experience using symbols, pictures, words, phrases and simple sentences;	• express thoughts, feelings and ideas, from within their experience, using a general vocabulary; • show a sense of structure and organisation;	• express thoughts, feelings, ideas and opinions; • structure and sequence their writing; • provide supporting detail using an expanding vocabulary;	• express thoughts, feelings, ideas and opinions, giving reasons when appropriate; • structure writing, including using paragraphs; • express meaning clearly, using an appropriate vocabulary and level of detail;
• develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;		• write using a given form;	• use the form appropriately;	• choose from and use a range of forms, as appropriate;
• write with increasing accuracy and proficiency.	• write words using sound-symbol correspondence; • write personal and familiar words; • form lower and upper-case letters.	• use basic punctuation; • spell and write common and familiar words recognisably; • produce legible handwriting.	• start sentences in different ways; • use basic punctuation and grammar accurately; • spell and write frequently used and topic words correctly; • produce handwriting which is accurately formed and consistent in size.	• vary word order and use linking words within sentences; • use a range of punctuation accurately; • use accurate grammar and spelling on most occasions.

* Note on texts: Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual, digital and symbolic forms

Draft Levels of Progression in COMMUNICATION across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Communication	Level 5	Level 6	Level 7
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	In a range of formal and informal contexts with different audiences and for a variety of purposes, pupils can...	In a range of formal and informal contexts with different audiences and for a variety of purposes, pupils can…	In a wide range of formal and informal contexts, including unfamiliar audiences, and for a variety of purposes, pupils can...
Talking and Listening Pupils should be enabled to:			
• listen to and take part in discussions, explanations, role-plays and presentations;	• listen to and identify relevant information and ideas; • make relevant contributions in different roles;	• listen to complex information and identify implicit meanings; • move discussion forward in different roles;	• discuss how complex information and ideas are communicated; • make distinctive contributions in different roles;
• contribute comments, ask questions and respond to others' points of view;	• ask questions to explore and develop ideas; • discuss their own and others' ideas;	• ask questions to challenge others ideas, showing sensitivity; • show understanding of others' ideas by making valid contributions;	• engage persuasively in decision-making using agreement and challenge;
• communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;	• justify ideas and opinions; • communicate detailed information clearly using precise vocabulary;	• express and justify complex ideas and opinions; • explain information and ideas clearly, using appropriate ways to support main points;	• support their opinions and arguments with appropriate evidence from a range of sources;
• structure talk so that ideas can be understood by others;	• structure their talk logically and coherently;	• organise the structure and content of talking to be concise;	• convey complex information by explaining it to others in an original way;
• speak clearly and adapt ways of speaking to audience and situation;	• use language techniques and register to maintain the interest of the listener;	• use language techniques and register to achieve effects;	• exploit language techniques and register to present complex information and ideas effectively;
• use non-verbal methods to express ideas and engage with the listener.	• use non-verbal methods to maintain the interest of the listener.	• use non-verbal methods to achieve effects.	• use non-verbal methods to achieve effects.
Reading Pupils should be enabled to:	Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, pupils can...	Engaging with a range of complex texts, including those written for a wider audience, pupils can…	Across a range of complex sources, including those produced for a wider audience, pupils can...
• read a range of texts* for information, ideas and enjoyment;	• show understanding by identifying and summarising information, ideas and details;	• identify how main points, details, or ideas are organised and developed;	
• use a range of strategies to read with increasing independence;			
• find, select and use information from a range of sources;	• select and manage information from a range of sources;	• read critically to compare information from a range of sources; • evaluate and adapt information;	• discriminate between different sources, recognising the relevance, reliability and accuracy of the information; • synthesise information from a range of sources;
• understand and explore ideas, events and features in texts*;	• describe language, structure and presentation; • understand some implicit meanings and attitudes; • differentiate between fact and opinion;	• explain the effects of language, structure and presentation; • identify authors' intentions; • detect points of view, lines of reasoning and bias;	• explain in detail the effects of language, structure and presentation;
• use evidence from texts* to explain opinions.	• make reference to text* to support opinions and draw conclusions.	• use appropriate and sufficient evidence to justify their ideas and opinions.	• expand on opinions, informed by well-selected evidence.
Writing Pupils should be enabled to:	In a range of forms, for different audiences and purposes, including in formal situations, pupils can...	In a range of forms for different audiences and purposes, including in formal and unfamiliar situations, pupils can…	In a range of forms for different purposes and in different contexts, including for real audiences and in formal and unfamiliar situations, pupils can...
• talk about, plan and edit work;	• redraft to improve accuracy and meaning;	• redraft writing for effect;	• make discriminating choices about language in order to create impact;
• communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	• use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; • structure writing logically and coherently;	• communicate ideas, information and opinions in a sustained and developed way; • make use of information and evidence to support ideas and opinions;	• communicate complex ideas and opinions in a sustained, developed way; • make effective use of information and evidence to support their ideas, analysis and conclusions;
• develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;	• match writing to purpose and audience; • present information effectively, using a formal style where appropriate;	• organise and present writing for deliberate effect; • use appropriate style and tone;	• match style, tone and presentation to create an impact;
• write with increasing accuracy and proficiency.	• create sentence structures which help to convey meaning; • use a range of punctuation consistently and accurately; • use accurate grammar and spelling.	• create sentence structures which convey meaning clearly; • use punctuation for effect.	• create complex sentences for impact; • use punctuation for effect.

* Note on texts: Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual, digital and symbolic forms

Draft Levels of Progression in USING MATHEMATICS across the curriculum: Primary: Levels 1-5

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using Mathematics	Level 1	Level 2	Level 3
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:	← In structured activities in familiar and accessible contexts, pupils can: →		
• choose the appropriate materials, equipment and mathematics to use in a particular situation;	• talk about and use the materials and equipment provided to carry out an activity;	• talk about how to approach an activity; • select and use the materials, equipment and mathematics required;	• suggest different ways an activity might be approached; • select and use the appropriate materials, equipment and mathematics required;
• use mathematical knowledge and concepts accurately; • work systematically and check their work;	• use some mathematical notation; • show some organisation in their practical work;	• use appropriate mathematical notation; • organise their practical work and check what they have done;	• use a range of appropriate mathematical notation; • organise their work and know how to check its accuracy;
• use mathematics to solve problems and make decisions; • develop methods and strategies, including mental mathematics;	• talk about ways to solve simple everyday problems; • use counting strategies when carrying out activities;	• use mental strategies to carry out calculations when solving problems/carrying out activities;	• use mathematics to solve simple two-stage problems; • use a range of mental calculation strategies;
• explore ideas, make and test predictions and think creatively;	• look for and talk about patterns;	• recognise patterns and relationships and make predictions;	• identify and explain patterns and relationships and make predictions;
• identify and collect information; • read, interpret, organise and present information in mathematical formats;	• talk about and collect information required; • represent their work using pictures and objects;	• discuss the information required and how it can be collected; • present the information appropriately and talk about their findings;	• identify, collect and record the information required; • present their findings clearly using a range of appropriate mathematical formats; • explain their findings;
• use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;	• use appropriate mathematical language to respond to questions about their work;	• use appropriate mathematical language to talk about their work and respond to questions;	• use appropriate mathematical language to discuss and describe their way of working and respond to questions;
• develop financial capability; • use ICT to solve problems and/or present their work.			
Coverage/Range			
Number	• use, estimate, add and subtract numbers up to at least 10; • understand conservation of number; • create and describe repeating patterns using objects, numbers or pictures; • recognise and use coins;	• read, write and order whole numbers up to at least 100; • understand that the place of the digit indicates its value; • use quick recall of number facts up to 10; • add and subtract mentally within 20 and in written form; • use addition and subtraction patterns within 20 to explore the relationship between addition and subtraction; • understand that addition is commutative and subtraction is not; • add and subtract within 100; • understand the use of a symbol to stand for an unknown number; • understand and use halves and quarters; • understand relationships between all coins up to £1 and use this knowledge to carry out shopping activities;	• understand, use, add and subtract whole numbers up to at least 1000; • understand and use the concept of place value in whole numbers; • use quick recall of number facts up to 20; • add and subtract mentally 2-digit numbers within 100; • approximate to the nearest 10 or 100; • identify and begin to describe simple number patterns within the 100 square; • know 2, 3, 4, 5 and 10 multiplication facts; • understand that multiplication is commutative; • explore and use division in practical situations; • understand and use simple fractions in context; • use number skills in the context of money up to £10;
Measures	• use everyday language associated with length, 'weight', capacity and area to describe, compare and order three objects; • sequence familiar events; • know the days of the week and their sequence; • recognise 'special' times on the clock;	• identify and use non-standard units to measure length, 'weight', capacity and area; • understand the need for standard units and know the most commonly used units in length, 'weight', capacity and time; • name and order days of the week, months of the year and seasons; • read simple digital and analogue clock displays;	• choose and use appropriate standard units to estimate, measure and record length, capacity, volume, 'weight', time and temperature; • read simple measuring instruments with an appropriate degree of accuracy; • find the area of shapes by counting whole and half squares; • read and interpret a calendar; • read digital and analogue clock displays;
Shape, Space	• sort 2-D and 3-D shapes and make and describe 2-D and 3-D constructions; • use language and follow instructions, in practical situations, for position and movement;	• recognise and name common 2-D and 3-D shapes; • sort 2-D and 3-D shapes, giving reasons for sorting; • use language and follow instructions, in practical situations, for turning movements;	• recognise, name and describe common 2-D and 3-D shapes; • recognise one line of symmetry in common 2-D shapes; • recognise tessellations through practical activities; • recognise right angles in the environment and understand angle as a measurement of turn; • use 'grid references' in practical situations;
Handling Data	• sort and classify real objects for one criterion and re-sort for a different criterion using Venn, Carroll and Tree diagrams; • collect information and record using real objects or drawings.	• sort and classify objects for two criteria using Venn, Carroll and Tree diagrams; • collect information and record results using simple tables, block graphs, simple pictograms and diagrams; • discuss and interpret information.	• collect and record relevant data for a given activity; • draw and label pictograms and bar charts; • read and interpret information from tables, pictograms, diagrams, lists, bar charts, simple pie charts and databases.

Draft Levels of Progression in USING MATHEMATICS across the curriculum: Primary: Levels 1-5

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using Mathematics	Level 4	Level 5
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:	In activities with some structure, in familiar and some unfamiliar contexts and situations, pupils can:	
• choose the appropriate materials, equipment and mathematics to use in a particular situation;	• decide how an activity might be approached and compare their approaches with others; • identify and use appropriately the materials, equipment and mathematics required;	• plan and decide how an activity might be approached; • identify and use efficiently the materials, equipment, mathematics and strategies required;
• use mathematical knowledge and concepts accurately; • work systematically and check their work;	• use a range of appropriate mathematical techniques and notation; • organise their own work and work systematically; • review their work and check for accuracy;	• use a range of appropriate mathematical techniques and notation; • plan and work systematically and efficiently; • review their work, considering if their findings are reasonable and making changes where appropriate;
• use mathematics to solve problems and make decisions; • develop methods and strategies, including mental mathematics;	• use a range of problem-solving strategies; • use a range of efficient mental calculation strategies;	• use a range of problem-solving strategies, suggesting and trying out different approaches when difficulties arise;
• explore ideas, make and test predictions and think creatively;	• investigate patterns and relationships, using their findings to make predictions; • investigate general statements to see if they are true;	• make and test predictions; • make general statements based on findings and test using new examples; • summarise their findings;
• identify and collect information; • read, interpret, organise and present information in mathematical formats;	• find, organise and interpret relevant information; • present information clearly; • compare methods of presentation;	• identify, obtain, process and interpret information appropriate and sufficient for the activity; • present information accurately and appropriately including the use of mathematical language, symbols and diagrams;
• use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;	• use appropriate mathematical language to discuss their work and explain their thinking;	• use appropriate mathematical language to express and communicate ideas accurately;
• develop financial capability; • use ICT to solve problems and/or present their work.		
Coverage/Range		
Number	• read, write and order whole numbers within 10 000; • use knowledge of place value to multiply and divide whole numbers by 10 and 100; • understand place value to two decimal places; • approximate within 10 000 to the nearest 10, 100 and 1000; • estimate answers to calculations and approximate by rounding; • add, subtract, multiply and divide whole numbers using a range of mental, written and calculator methods; • add and subtract numbers with up to two decimal places; • use the relationship between addition and subtraction to check calculations; • know multiplication facts up to 10 × 10 and derive associated division facts; • understand and use multiples and factors; • use fractions to describe quantities; • perform simple calculations involving unitary fractions; • understand equivalence of fractions; • understand and use simple percentages; • interpret and apply simple rules expressed in words; • interpret a calculator display when solving money problems; • make choices about spending and value for money; • know different ways in which payments for goods can be made;	• read, write and order whole numbers of any size; • use knowledge of place value to multiply and divide numbers by 10, 100 and 1000; • understand place value to three decimal places; • round decimals to the nearest whole number; • multiply and divide numbers with up to two decimal places by a whole number; • check calculations by applying inverse operations; • understand and use negative numbers in practical contexts; • understand and use square, cube and prime numbers; • understand the relationship between common fractions, decimals and percentages; • calculate fractions and percentages of quantities, including money; • use understanding of equivalence to add and subtract fractions; • devise and use rules for generating sequences in words and/or symbolic form; • express and use formulae in words and/or symbolic form; • make informed choices about personal budgeting and spending;
Measures	• estimate and measure length, ‘weight’/mass, time and temperature, working to an appropriate degree of accuracy; • understand the relationship between metric units; • add and subtract common measures; • estimate area and volume of shapes by counting squares/cubes; • work out perimeters of simple shapes; • understand and use digital and analogue time using am, pm and 24-hour notation;	• convert from one metric unit to another; • use the four operations to solve problems related to measures; • calculate areas of squares, rectangles and right-angled triangles and volumes of cubes and cuboids; • calculate perimeters of a range of shapes; • understand and use scale in the context of simple maps and drawings; • read and interpret timetables;

	LEVEL 4	LEVEL 5
Shape, Space	• explore the properties of common 2-D and 3-D shapes; • explore the relationship between 2-D and 3-D shapes; • recognise and draw lines of symmetry in a variety of 2-D shapes; • know the eight points of the compass; • understand and use the language of line, angle and location; • use co-ordinates in the first quadrant;	• describe the properties of regular and irregular 2-D shapes in terms of sides, angles, symmetry and tessellations; • reflect 2-D shapes in a line; • describe the properties of 3-D shapes in terms of faces, edges and vertices; • draw nets of 3-D shapes; • estimate, measure, draw and label angles up to 360 degrees;
Handling Data	• collect, group, record and present data with given class intervals; • present and interpret data using a range of graphs, tables, diagrams, spreadsheets and databases; • understand and use the language of probability.	• collect, organise, record and represent data; • design and use a data collection sheet; • construct, label and interpret a range of graphs, tables, diagrams, spreadsheets and databases; • understand, calculate and use mean and range; • place events in order of likelihood.

Draft Levels of Progression in USING MATHEMATICS across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using Mathematics	Level 1	Level 2	Level 3
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:	← In structured activities in familiar and accessible contexts, pupils can: →		
• choose the appropriate materials, equipment and mathematics to use in a particular situation;	• talk about and use the materials and equipment provided to carry out an activity;	• talk about how to approach an activity; • select and use the materials, equipment and mathematics required;	• suggest different ways an activity might be approached; • select and use the appropriate materials, equipment and mathematics required;
• use mathematical knowledge and concepts accurately; • work systematically and check their work;	• use some mathematical notation; • show some organisation in their practical work;	• use appropriate mathematical notation; • organise their practical work and check what they have done;	• use a range of appropriate mathematical notation; • organise their work and know how to check its accuracy;
• use mathematics to solve problems and make decisions; • develop methods and strategies, including mental mathematics;	• talk about ways to solve simple everyday problems; • use counting strategies when carrying out activities;	• use mental strategies to carry out calculations when solving problems/carrying out activities;	• use mathematics to solve simple two-stage problems; • use a range of mental calculation strategies;
• explore ideas, make and test predictions and think creatively;	• look for and talk about patterns;	• recognise patterns and relationships and make predictions;	• identify and explain patterns and relationships and make predictions;
• identify and collect information; • read, interpret, organise and present information in mathematical formats;	• talk about and collect information required; • represent their work using pictures and objects;	• discuss the information required and how it can be collected; • present the information appropriately and talk about their findings;	• identify, collect and record the information required; • present their findings clearly using a range of appropriate mathematical formats; • explain their findings;
• use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;	• use appropriate mathematical language to respond to questions about their work;	• use appropriate mathematical language to talk about their work and respond to questions;	• use appropriate mathematical language to discuss and describe their way of working and respond to questions;
• develop financial capability; • use ICT to solve problems and/or present their work.			
Coverage/Range			
Number and Algebra	• use, estimate, add and subtract numbers up to at least 10; • understand conservation of number; • create and describe repeating patterns using objects, numbers or pictures; • recognise and use coins;	• read, write and order whole numbers up to at least 100; • understand that the place of the digit indicates its value; • use quick recall of number facts up to 10; • add and subtract within 20 mentally and in written form; • use addition and subtraction patterns within 20 to explore the relationship between addition and subtraction; • understand that addition is commutative and subtraction is not; • add and subtract within 100; • understand the use of a symbol to stand for an unknown number; • understand and use halves and quarters; • understand relationships between all coins up to £1 and use this knowledge to carry out shopping activities;	• understand, use, add and subtract whole numbers up to at least 1000; • understand and use the concept of place value in whole numbers; • use quick recall of number facts up to 20; • add and subtract mentally 2-digit numbers within 100; • approximate to the nearest 10 or 100; • identify and begin to describe simple number patterns within the 100 square; • know 2, 3, 4, 5 and 10 multiplication facts; • understand that multiplication is commutative; • explore and use division in practical situations; • understand and use simple fractions in context; • use number skills in the context of money up to £10;
Shape, Space and Measures	• use everyday language associated with length, 'weight', capacity and area to describe, compare and order three objects; • sequence familiar events; • know the days of the week and their sequence; • recognise 'special' times on the clock; • sort 2-D and 3-D shapes and make and describe 2-D and 3-D constructions; • use language and follow instructions, in practical situations, for position and movement;	• identify and use non-standard units to measure length, 'weight', capacity and area; • understand the need for standard units and know the most commonly used units in length, 'weight', capacity and time; • name and order days of the week, months of the year and seasons; • read simple digital and analogue clock displays; • recognise and name common 2-D and 3-D shapes; • sort 2-D and 3-D shapes, giving reasons for sorting; • use language and follow instructions, in practical situations, for turning movements;	• choose and use appropriate standard units to estimate, measure and record length, capacity, volume, 'weight', time and temperature; • read simple measuring instruments with an appropriate degree of accuracy; • find the area of shapes by counting whole and half squares; • read and interpret a calendar; • read digital and analogue clock displays; • recognise, name and describe common 2-D and 3-D shapes; • recognise one line of symmetry in common 2-D shapes; • recognise tessellations through practical activities; • recognise right angles in the environment and understand angle as a measurement of turn; • use 'grid references' in practical situations;
Handling Data	• sort and classify real objects for one criterion and re-sort for a different criterion, using Venn, Carroll and Tree diagrams; • collect information and record using real objects or drawings.	• sort and classify objects for two criteria using Venn, Carroll and Tree diagrams; • collect information and record results using simple tables, block graphs, simple pictograms and diagrams; • discuss and interpret information.	• collect and record relevant data for a given activity; • draw and label pictograms and bar charts; • read and interpret information from tables, pictograms, diagrams, lists, bar charts, simple pie charts and databases.

Draft Levels of Progression in USING MATHEMATICS across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using Mathematics	Level 4	Level 5
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:	In activities with some structure, in familiar and some unfamiliar contexts and situations, pupils can:	
• choose the appropriate materials, equipment and mathematics to use in a particular situation;	• decide how an activity might be approached and compare their approaches with others; • identify and use appropriately the materials, equipment and mathematics required;	• plan and decide how an activity might be approached; • identify and use efficiently the materials, equipment, mathematics and strategies required;
• use mathematical knowledge and concepts accurately; • work systematically and check their work;	• use a range of appropriate mathematical techniques and notation; • organise their own work and work systematically; • review their work and check for accuracy;	• use a range of appropriate mathematical techniques and notation; • plan and work systematically and efficiently; • review their work, considering if their findings are reasonable and making changes where appropriate;
• use mathematics to solve problems and make decisions; • develop methods and strategies, including mental mathematics;	• use a range of problem-solving strategies; • use a range of efficient mental calculation strategies;	• use a range of problem-solving strategies, suggesting and trying out different approaches when difficulties arise;
• explore ideas, make and test predictions and think creatively;	• investigate patterns and relationships, using their findings to make predictions; • investigate general statements to see if they are true;	• make and test predictions; • make general statements based on findings and test using new examples; • summarise their findings;
• identify and collect information; • read, interpret, organise and present information in mathematical formats;	• find, organise and interpret relevant information; • present information clearly; • compare methods of presentation;	• identify, obtain, process and interpret information appropriate and sufficient for the activity; • present information accurately and appropriately including the use of mathematical language, symbols and diagrams;
• use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;	• use appropriate mathematical language to discuss their work and explain their thinking;	• use appropriate mathematical language to express and communicate ideas accurately;
• develop financial capability; • use ICT to solve problems and/or present their work.		
Coverage/Range		
Number and Algebra	• read, write and order whole numbers within 10 000; • use knowledge of place value to multiply and divide whole numbers by 10 and 100; • understand place value to two decimal places; • approximate within 10 000 to the nearest 10, 100 and 1000; • estimate answers to calculations and approximate by rounding; • add, subtract, multiply and divide whole numbers using a range of mental, written and calculator methods; • add and subtract numbers with up to two decimal places; • use the relationship between addition and subtraction to check calculations; • know multiplication facts up to 10 × 10 and derive associated division facts; • understand and use multiple and factors; • use fractions to describe quantities; • perform simple calculations involving unitary fractions; • understand equivalence of fractions; • understand and use simple percentages; • interpret and apply simple rules expressed in words; • interpret a calculator display when solving money problems; • make choices about spending and value for money; • know different ways in which payments for goods can be made;	• read, write and order whole numbers of any size; • use knowledge of place value to multiply and divide numbers by 10, 100 and 1000; • understand place value to three decimal places; • round decimals to the nearest whole number; • multiply and divide numbers with up to two decimal places by a whole number; • check calculations by applying inverse operations; • understand and use negative numbers in practical contexts; • understand and use square, cube and prime numbers; • understand the relationship between common fractions, decimals and percentages; • calculate fractions and percentages of quantities, including money; • use understanding of equivalence to add and subtract fractions; • devise and use rules for generating sequences in words and/or symbolic form; • express and use formulae in words and/or symbolic form; • make informed choices about personal budgeting and spending;

	LEVEL 4	LEVEL 5
Shape, Space and Measures	• estimate and measure length, 'weight'/mass, time and temperature, working to an appropriate degree of accuracy; • understand the relationship between metric units; • add and subtract common measures; • estimate area and volume of shapes by counting squares/cubes; • work out perimeters of simple shapes; • understand and use digital and analogue time, using am, pm and 24-hour notation; • explore the properties of common 2-D and 3-D shapes; • explore the relationship between 2-D and 3-D shapes; • recognise and draw lines of symmetry in a variety of 2-D shapes; • know the eight points of the compass; • understand and use the language of line, angle and location; • use co-ordinates in the first quadrant;	• convert from one metric unit to another; • use the four operations to solve problems related to measures; • calculate areas of squares, rectangles and right-angled triangles and volumes of cubes and cuboids; • calculate perimeters of a range of shapes; • understand and use scale in the context of simple maps and drawings; • read and interpret timetables; • describe the properties of regular and irregular 2-D shapes in terms of sides, angles, symmetry and tessellations; • reflect 2-D shapes in a line; • describe the properties of 3-D shapes in terms of faces, edges and vertices; • draw nets of 3-D shapes; • estimate, measure, draw and label angles up to 360 degrees;
Handling Data	• collect, group, record and present data with given class intervals; • present and interpret data using a range of graphs, tables, diagrams, spreadsheets and databases; • understand and use the language of probability.	• collect, organise, record and represent data; • design and use a data collection sheet; • construct, label and interpret a range of graphs, tables, diagrams, spreadsheets and databases; • understand, calculate and use mean and range; • place events in order of likelihood.

09/03/2010
3.3.2010

Draft Levels of Progression in USING MATHEMATICS across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using Mathematics	Level 6	Level 7
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:	← Through discussion, solving routine and non-routine problems with increasing independence in a wide range of familiar and unfamiliar contexts and situations, pupils can: →	
• choose the appropriate materials, equipment and mathematics to use in a particular situation;	• plan for an activity by identifying and sequencing component steps; • consider and identify a range of materials/equipment, mathematical techniques and problem-solving strategies required to meet the purpose of activities;	• plan an activity, explaining their reasons for their chosen structure and approach; • consider and identify, with some justification, the materials/equipment, mathematical techniques and problem-solving strategies required;
• use mathematical knowledge and concepts accurately; • work systematically and check their work;	• use a range of appropriate mathematical techniques and notation; • work systematically and efficiently to a given degree of accuracy; • review their work, using appropriate checking procedures and evaluating their effectiveness at each stage;	• use a range of appropriate mathematical techniques and notation; • critically review to what extent they succeeded in carrying out activities, checking if the level of accuracy and their findings are appropriate and making an assessment of any limitations;
• use mathematics to solve problems and make decisions; • develop methods and strategies, including mental mathematics;	• adapt their approach as needed;	• consider alternative approaches and adapt them as required;
• explore ideas, make and test predictions and think creatively;	• make and test predictions, make general statements and draw conclusions;	• make and test predictions and justify their generalisations;
• identify and collect information; • read, interpret, organise and present information in mathematical formats;	• obtain, process and interpret information from a range of sources; • use a range of suitable ways to present findings, following accepted conventions;	• consider, identify, obtain and analyse data/information from more than one source; • select and use the most appropriate methods to present findings, following accepted conventions;
• use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;	• use appropriate mathematical language/notation to communicate and explain their work for a wider audience;	• use appropriate mathematical language/notation to explain and justify their findings or solutions;
• develop financial capability; • use ICT to solve problems and/or present their work.		
Coverage/Range		
Number and Algebra	• carry out calculations with whole numbers of any size; • add, subtract, multiply and divide decimals; • round to a given number of decimal places; • understand and use order of precedence in numerical calculations, including the use of brackets; • understand and calculate square roots; • understand, use and calculate ratio and proportion; • add and subtract fractions, including mixed numbers; • use equivalences between fractions, decimals and percentages to solve problems; • calculate percentage increase and decrease in relevant contexts; • use appropriate formulae; • use conventional notation in algebra; • use and interpret graphs from real situations; • apply mathematical concepts to a range of financial situations;	• use the advanced functions of a calculator to perform complex calculations; • round to an appropriate number of decimal places and significant figures; • use the four operations with fractions; • calculate the original quantity given the result of a percentage change; • calculate repeated proportional change; • formulate linear equations; • manipulate simple algebraic expressions, equations and formulae; • solve two linear equations simultaneously by a graphical method; • make informed decisions involving money;
Shape, Space and Measures	• use, convert and calculate measures involving metric and, where appropriate, imperial units; • calculate perimeters and areas of composite shapes involving squares, rectangles and triangles; • calculate surface area and composite volumes of cubes and cuboids; • calculate the circumference and area of circles; • work out dimensions using scale; • understand and use compound measures; • recognise 2-D representations of 3-D shapes; • use co-ordinates in all four quadrants;	• perform length and area calculations on a composite shape including those involving the circle; • solve complex problems involving perimeter, surface area and volume; • understand that measurements have an error margin of half the given unit; • enlarge a 2-D shape by a given scale factor; • use three figure bearings to define direction; • understand and apply Pythagoras' Theorem;
Handling Data	• collect and record discrete and continuous data using a variety of methods; • construct and interpret a variety of diagrams and graphs for discrete and continuous data; • work out and use the median and mode; • work out the mean, median and mode of a frequency distribution; • use one of the measures of average to compare two sets of data; • understand and use the probability scale from 0 to 1 to express likelihood or comparability.	• pursue their own lines of enquiry, using appropriate methods of data collection, and interpret and present their findings; • construct and interpret frequency tables and diagrams for sets of continuous data; • estimate the mean of a set of grouped data and identify the limits of the median and modal group; • choose the most appropriate average (mean, median or mode) for a given line of enquiry; • understand and use relative frequency as an estimate of probability and calculate expected frequency; • apply their knowledge of the rules of probability to calculate an outcome or combination of outcomes.

March 2010

Draft Levels of Progression in Using ICT across the curriculum: Key Stages 1 and 2

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements for Using ICT

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop Using ICT skills to Explore, Express, Exchange, Evaluate and Exhibit.

Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Pupils can:	Pupils can:	Pupils can:	Pupils can:	Pupils can:
Explore • **access, select, interpret and research information from safe and reliable sources;** • **investigate, make predictions and solve problems through interaction with digital tools.**	• find and select information from a given digital source; • explore and interact with a digital device or environment.	• find, select and use information from a given digital source; • carry out a series of instructions using a digital device or environment.	• research, select, edit and use information from given digital sources; • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment.	• research, select, edit and use assets from a range of digital sources; • investigate and solve problems in a digital environment.	• research, select, edit, use and evaluate assets from a range of digital sources; • investigate and solve problems in a range of digital environments.
Express • **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**	• express ideas by creating pictures and composing text or adding own voiceover.	• create and edit text onscreen, combining images and/or sound.	• communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds.	• process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.	• process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose.
Exchange • **communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.**	• know that digital methods can be used to communicate.	• identify and talk about ways of communicating digitally.	• use contemporary digital methods to communicate, collaborate or contribute to a supervised online activity.	• use contemporary digital methods to communicate, exchange and collaborate in supervised online activities.	• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers.
Evaluate • **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**	• talk about their work.	• talk about how to improve their work.	• make modifications to improve their work.	• use appropriate ICT tools and features to improve work.	• use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome.
Exhibit • **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**	• print their work.	• save their work.	• save using file names and select work to showcase learning digitally.	• select, organise, store and retrieve their work to showcase learning digitally in a personalised area.	• organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

March 2010

Draft Levels of Progression in Using ICT across the curriculum: Key Stage 3

The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Requirements

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in Using ICT to Explore, Express, Exchange, Evaluate and Exhibit. Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	Pupils can:	Pupils can:	Pupils can:	Pupils can:	Pupils can:	Pupils can:	Pupils can:
Explore	• find and select information from a given digital source; • explore and interact with a digital device or environment.	• find, select and use information from a given digital source; • carry out a series of instructions using a digital device or environment.	• research, select, edit and use information from given digital sources; • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment.	• research, select, edit and use assets from a range of digital sources; • investigate and solve problems in a digital environment.	• research, select, edit, use and evaluate assets from a range of digital sources; • investigate and solve problems in a range of digital environments.	• research, select and evaluate assets from a range of digital resources, justifying and referencing their sources; • investigate and solve problems in digital environments by developing and manipulating models.	• research, select and evaluate assets from a range of sources, found and created, discriminating between different sources for relevance, reliability and accuracy, justifying and referencing their sources; • investigate and solve problems in digital environments by designing solutions to meet the needs of the end user.
Express	• express ideas by creating pictures and composing text or adding own voiceover.	• create and edit text onscreen, combining images and/or sound.	• communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds.	• process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.	• process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose.	• manipulate and integrate a combination of text, data, sound, still and moving images, to create, present and communicate their information and multimedia products, for specific audiences and purposes.	• exploit a range of appropriate software facilities, which includes digital video, web and multimedia authoring software, to produce a solution which meets user needs.
Exchange	• know that digital methods can be used to communicate.	• identify and talk about ways of communicating digitally.	• use contemporary digital methods to communicate, collaborate or contribute to a supervised online activity.	• use contemporary digital methods to communicate, exchange and collaborate in supervised online activities.	• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers.	• use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products with peers, experts and end users.	• exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment.
Evaluate	• talk about their work.	• talk about how to improve their work.	• make modifications to improve their work.	• use appropriate ICT tools and features to improve work.	• use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome.	• review their use of ICT, routinely evaluating and justifying the processes and outcomes.	• review their use of ICT, testing and adjusting work as necessary, collecting and responding to the views of end users and to client needs.
Exhibit	• print their work.	• save their work.	• save using file names and select work to showcase learning digitally.	• select, organise, store and retrieve their work to showcase learning digitally in a personalised area.	• organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.	• manage their stored work within a personalised digital bank to showcase learning across the curriculum, showing an awareness of format, portability and size.	• manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning.

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.

Appendix 4 PSA targets for achievement in literacy and numeracy 2008 - 2011

A4.1 The key PSA targets for raising attainment in literacy and numeracy 2008 – 2011 are:

- By 2011, 90% of school leavers achieving GCSE A*-G in English and Maths.
- By 2011, 55% of students gaining 5+ GCSEs A* - C (or equivalent Level 2 qualification), including English and Maths, by the time they leave school.

A4.2 The key PSA targets for closing the gap in attainment in literacy and numeracy 2008 – 2011 are:

- By 2011, at least 30% of students entitled to free school meals achieving 5+ GCSEs A* - C (or equivalent Level 2 qualification) including English and Maths by the time they leave school.
- By 2011, bring the attainment levels of primary schools identified as having 51% or more pupils living at a postcode within a Neighbourhood Renewal Area, up to within 5 percentage points of the NI average at Key Stage 2.
- By 2011, bring the attainment levels of post-primary schools identified as having 51% or more pupils living at a postcode within a Neighbourhood Renewal Area, up to within 3 percentage points of the NI average at GCSE.