



Rhaglen Gymorth Genedlaethol
National Support Programme

Llythrennedd a Rhifedd
Literacy and Numeracy

Guide for
schools:
Part 1

Audience	Primary, secondary and special schools in Wales; Welsh local authorities and regional education consortia; unions; various organisations that have an interest in literacy and numeracy; and members of the public.
Overview	This guide is to accompany Phase 1 of the National Support Programme (NSP) and help schools implement the National Literacy and Numeracy framework (LNF).
Action required	For information only.
Further information	Enquiries about this document should be directed to: Foundation Phase and School Curriculum Branch Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5447 e-mail: curriculumdivision@wales.gsi.gov.uk
Additional copies	This document is available on the Welsh Government's website at http://learning.wales.gov.uk/?skip=1&lang=en
Related documents	<i>National Literacy Programme</i> (Welsh Government, 2012); <i>National Numeracy Programme</i> (Welsh Government, 2012); <i>The Skills Framework at key stage 2: An evaluation of the impact of the non-statutory Skills framework for 3 to 19-year-olds in Wales at key stage 2</i> (Estyn, 2011); <i>The Skills Framework at key stage 3: An evaluation of the impact of the non-statutory Skills framework for 3 to 19-year-olds at key stage 3</i> (Estyn, 2012); <i>Routes for Learning routemap</i> (Welsh Assembly Government, 2006); <i>Assessment of 5 to 14-year-old children's mathematical progress in schools in Wales</i> (Welsh Government, 2012); <i>Language, Literacy and Communication Skills</i> (Welsh Assembly Government, 2008); <i>Guidance on the teaching of writing skills</i> (Welsh Assembly Government, 2010); <i>Developing higher-order literacy skills across the curriculum</i> (Welsh Assembly Government, 2010).

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Please note: Annexes are numbered to correspond with the sections of the NSP *Guide for schools*. For example, Annex 2.1 is the first annex relating to Section 2. This permits the addition of annexes in sections without having to re-number annexes and their references throughout the document.

- 2 Information for schools
 - 2.1 NSP partner Code of Conduct
 - 2.2 Possible areas of focus: implementing the LNF
- 3 Further information for schools
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 - 3.2 Action after the cluster meeting
 - 3.3 The LNF Progress Map. What is my school's current position in implementing the LNF?
 - 3.4 Preparing for Phase 2: action plan
- 4 Suggestions for activities and templates for use by schools
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Glossary



Introduction: What is the purpose of this guide?



Introduction: What is the purpose of this guide?

The National Literacy and Numeracy Framework (LNF) is part of the drive – set out in *Improving schools* (Welsh Government, 2012) – to raise standards and break the link between deprivation and educational attainment. The National Support Programme (NSP) was established by the Welsh Government to provide hands-on support, tailored to the needs of individual schools, to ensure successful implementation of the LNF.

There is much good and effective practice in Wales and we have drawn on it to develop some of the activities in the annexes. The design of the NSP – focusing on clusters of schools, collaborating with regional consortia and working with system leaders – is shaped by the aim of building on and disseminating that good practice to leave a sustainable legacy when the NSP ends.

This guide is the first of four parts. It deals with the first phase of the NSP and focuses on starting to implement the LNF in your school. The contents will be expanded over time to reflect the four phases of the NSP. The four phases are:

- **Phase 1:** Understanding the LNF
- **Phase 2:** Audit to action plan
- **Phase 3:** School implementation and support
- **Phase 4:** Sustaining and embedding.

The first part of this guide will help you make a step-by-step plan¹ for implementing the LNF. It will be tailored to your school's particular circumstances and take account of the progress you have already made.

This guide offers options and advice to schools for embedding the LNF. It contains examples of ways used by schools to plan for the LNF and is designed to help schools:

- teach core aspects of literacy and numeracy effectively in Welsh, English and mathematics lessons respectively;
- foster literacy and numeracy across the whole curriculum;
- evaluate their progress in introducing the LNF and decide next steps;
- celebrate successful practice and share with other schools how it has been achieved.

¹ Parts 2, 3 and 4 will be about implementing the plan.

The Welsh Government has already provided other guidance and support. In addition, local authorities have come together to form regional consortia with a focus on school improvement. The NSP will add to this support during the early years of the LNF. NSP partners will be trained and have a complementary handbook so that they can work alongside headteachers, teachers and other practitioners.

The guide can be used as:

- a flexible framework to introduce the LNF into your school;
- a source of support for auditing what has been achieved already and creating action plans for what needs to be done next, to implement the LNF effectively.

The guide brings together the background to the introduction of the LNF and the purposes of the NSP. It explains the objectives and planned outcomes for each of the four phases of the programme and describes what schools can expect from partners. More detailed information is provided in the annexes.

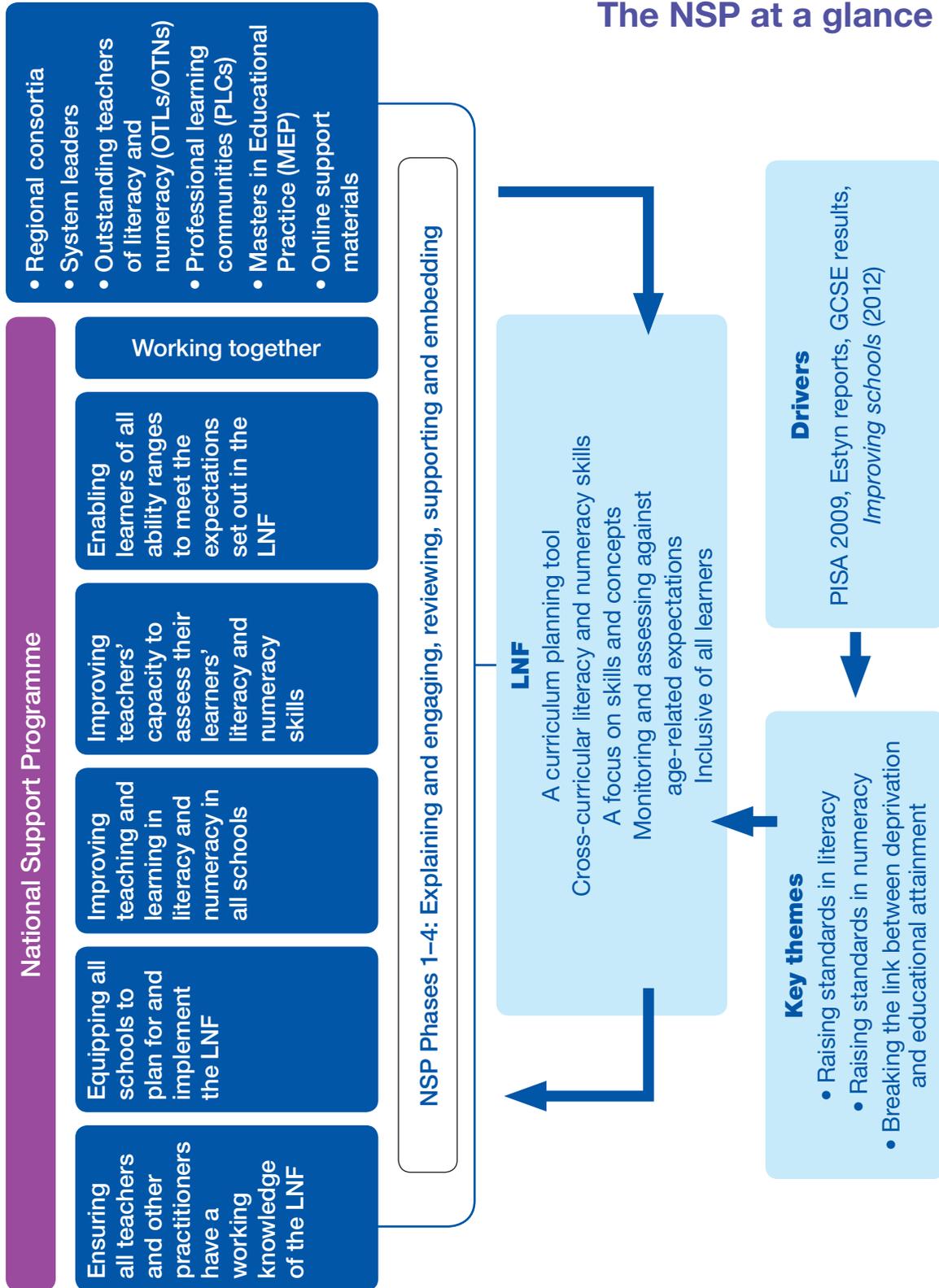
The NSP support for schools will be available from June 2013. The first cohort for NSP partner support will start in June 2013, the second in the autumn term 2013. We know schools are keen to make progress in implementing the LNF. Even if you are in the second cohort to join the NSP, you can use this guide to prepare. The guide therefore offers suggestions, exemplars and materials for professional development sessions for school staff and governors in Annex 4. Schools may be familiar with some of the information from other sources. If so, they can skim past these sections to others that will support them in moving forward.

Annex 5 provides an overview of other guidance and support provided by the Welsh Government and suggests ways it can be used alongside this guide. Links to these materials are made throughout the guide.

Sharing good practice with other schools is a key feature of the NSP that is highlighted in the guide. Obviously, schools will progress from different starting points. It is for each school to decide how best to exploit and contribute to the range of support offered by the partners.

It is not assumed that each school will start at the beginning of the NSP and work through every phase step by step, regardless of its existing expertise and involvement in existing initiatives. NSP partners will be carefully trained to support schools in auditing where they are, planning next steps and acting on their plans.

The NSP at a glance





Rhaglen Gymorth Genedlaethol
National Support Programme

Llythrennedd a Rhifedd
Literacy and Numeracy



1. Why was the LNF introduced?



1. Why was the LNF introduced?

Background

In *Improving schools* (Welsh Government, 2012), Leighton Andrews, AM, Minister for Education and Skills, described the results of the PISA 2009 assessment as the catalyst for an unrelenting focus on raising standards. The Minister was clear that, despite improvements in relative terms, 'GCSE results have not kept up with other parts of the UK, and Estyn inspections reveal standards are not as good as they should be in nearly a third of maintained schools.'

The changes described in *Improving schools* are a direct response to the impact of the PISA report as well as a series of Estyn reports. The LNF is just one of a package of measures designed to bring about sustained and rapid improvement in literacy and numeracy standards and to overcome the impact of deprivation in schools in Wales. Other steps include the creation of regional consortia, the introduction of the Masters in Educational Practice (MEP), funding through the School Effectiveness Grant (SEG), support for professional learning communities (PLCs) as well as changes to the performance management of headteachers and to school governance.

Evidence from Estyn

In the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2011-2012, Ann Keane reported that while there are strengths in many aspects of provision in Wales, reading, writing and numeracy continued to be a cause for concern.

Previous reports, *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010) and *Literacy in key stage 3* (Estyn, 2012), had dealt with these areas in more detail.

Numeracy: What are the issues?

Estyn² reported that there had been little improvement in standards of attainment in mathematics in Key Stages 2 and 3 since 2005. The proportion of learners achieving higher levels had dropped since 2009. The main reason for this was 'inadequate recall of basic number facts and a lack of effective strategies for mental and written calculations'.

Evidence showed that numeracy catch-up programmes led to improvements in many learners' skills. The most effective intervention programmes ensured tutors 'work closely with class teachers, choose carefully the pupils who need support, track their progress efficiently and involve parents well'. High standards of attainment

² *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010).

in primary schools are associated with the application of numeracy skills across a range of subjects and in 'real-life contexts'. There was less evidence of this approach in secondary schools. In addition, in some cases, expectations were too low and calculators were used 'for basic calculations that pupils should do mentally'.

Numeracy: What are the implications for schools?

Estyn identified steps that schools could take to ensure pupils achieved appropriate standards of numeracy, including:

- planning so that pupils learned the necessary skills in mathematics before they needed them in other subjects;
- identifying pupils needing support and tracking their progress;
- improving pupils' skills in mental and written calculations;
- developing clear policies for the appropriate use of calculators.

Estyn was clear that senior managers had a pivotal role in improving numeracy in their schools.

Literacy: What are the issues?

In a parallel report on literacy³, Estyn noted that in approximately one quarter of secondary schools inspected, standards of pupils' writing were not as good as their reading and oracy. This was mainly because they did not produce sufficient extended writing and made 'basic errors in spelling, punctuation and grammar'. In addition, approximately 40% of pupils transferring to secondary schools had reading ages at least six months below their chronological age and around 20% were not functionally literate. (That is, they had reading ages of below nine and a half years.) There were improvements in pupils achieving the expected National Curriculum Level 5 or above in English and Welsh as a first language. However, at all national curriculum levels, there was a marked gap between girls' and boys' performance at Key Stage 3.

Estyn identified good practice in curriculum audits, professional development and pupil monitoring as well as whole-school monitoring and evaluation arrangements. However, these practices need to be more widespread.

³ *Literacy in key stage 3* (Estyn, 2012).

Literacy: What are the implications for schools?

Estyn identified steps that schools could take to ensure pupils achieved appropriate levels of literacy, including:

- tracking pupils' progress, especially the more able and talented and those on intervention programmes;
- mapping opportunities for oracy, reading and writing across the curriculum, with particular focus on improving pupils' extended writing and its accuracy;
- ensuring that teachers plan opportunities in all subjects that will improve pupils' higher-order reading and writing skills.

PISA: Why is it so important?⁴

The Programme for International Student Assessment (PISA) is an increasingly important feature of global education comparisons. PISA concentrates on how well 15-year-old learners are able to apply their skills and knowledge in reading, mathematics and science, with an emphasis on analytical, reasoning and communication skills. Examining, interpreting and solving problems are also emphasised. As such, PISA allows us to measure our own educational performance against those of other developed and developing countries.

The most recent PISA assessments (2009) focused particularly on reading. Fifteen-year-olds in Wales did less well overall than their peers in other parts of the UK and in the countries of the OECD (Organisation for Economic Co-operation and Development) across all three of the areas under study – reading, mathematics and science. The spread of attainment in Wales was similar to the OECD average, but fewer learners in Wales achieved at the highest levels, with a larger proportion recorded at the lower levels (Bradshaw et al., 2010). Narrowing the attainment gap between learners in the lowest and highest socio-economic quartiles was more effective in other countries than in Wales.

Although PISA focuses on the performance of 15-year-olds, all teachers and other practitioners, from the Foundation Phase through to the end of Key Stage 3 will need to work together to provide a secure platform from which learners in Wales at Key Stage 4 and beyond can compete with their counterparts in other nations. That is why measures such as the LNF are deliberately both cross-phase and cross-curricular.

⁴ Bradshaw, J., Ager, R., Burge, B. and Wheeler, R. (2010) *PISA 2009: Achievement of 15-year-olds in Wales*. Slough: NFER.
Isaacs, T. (2012) 'The role of international assessment in improving education quality, with special emphasis on the UAE'. *Essentials of school education in the United Arab Emirates*. Abu Dhabi: Emirates Center for Strategic Studies and Research.
OECD (2010) *PISA 2009 at a glance*. Paris: OECD Publishing.
<http://dx.doi.org/10.1787/9789264095298-en>

Key points

Priorities

Standards in Wales need to improve. There is no inherent reason why learners in Wales should do less well than their peers in other countries. However, comprehensive and sustained support is vital if future cohorts, teachers and other practitioners are to improve the national profile. Consequently, one of the priorities for education in Wales is to focus on developing the types of skills and knowledge that are assessed in PISA.

Not all of the factors that influence test performance lie within schools, but a recent study sets out some of the school-related factors that can contribute to success in PISA. These include the following:

- school staff have a positive view of the school's climate for learning;
- learners with access to better teachers, with high expectations, perform better than their peers;
- learners in high-performing countries generally know how to process and summarise information (which indicates something about teaching style);
- high performance is not inextricably tied to economic prosperity; for example, South Korea is a high-performing nation with fairly low national income;
- the best-performing school systems provide high-quality education to all of their learners, regardless of socio-economic class.

Many of these school-level factors are addressed either implicitly or explicitly within the overall Improving schools strategy.

The effects of deprivation

It is possible to overcome the effects of deprivation so that all learners achieve well, irrespective of their background circumstances. This is the underpinning philosophy for the LNF. For example, Hong Kong, whose learners scored very highly in reading in 2009, has one of the narrowest gaps in reading performance between learners from advantaged and disadvantaged backgrounds. Even the most disadvantaged among Hong Kong's learners recorded reading scores above the OECD average (OECD, 2010).

Links between skills and knowledge

There are direct links between the skills and knowledge required to answer the PISA questions and the design of the LNF. The LNF takes account of the content of PISA

tests as it relates to the skills and knowledge that are essential for learners to acquire a strong command of literacy and numeracy. The cross-curricular approach to strengthening literacy and numeracy teaching, learning and assessment will address areas that learners in Wales have previously found difficult.

In reading, learners in Wales scored comparatively well on assessments of non-continuous texts, such as interpretation of charts, graphs, tables, maps and forms. This relative success possibly points to effective use of non-literary text **in lessons across the curriculum**. However, scores were lower on assessments of continuous text. This type of assessment demands age-commensurate reading attainment in reading comprehension, reading ‘stamina’⁵ and an ability to infer, interpret and summarise information. These skills are all addressed explicitly in the LNF.

Low performance in reading

Using the outcomes from the PISA assessments, two particular reasons for the relatively low performance emerge: (i) the high incidence of poor attitudes to reading and (ii) weak reading habits. High-performing countries showed a clear link between good attitudes to reading and the amount of time spent reading out of school. It is possible that the learners who are good at reading develop better attitudes toward reading and therefore read more, thus creating a virtuous circle. The converse might also be true – poor attitudes toward reading and less reading outside school may not be causes of poor reading, but the consequences of it. In this context, high quality in-school work is crucial in fostering both success in reading and positive attitudes to reading, enabling as many learners as possible to get literacy right the first time.

Language comprehension is at the core of improving performance in reading. Consequently, it is essential that teaching programmes enhance learners’ ability to understand the texts they read. In PISA assessments, learners are required to demonstrate reading stamina and proficiency in summarising, paraphrasing and evaluating what they read. This means demonstrating good reading comprehension skills at an increasingly high level of text difficulty. It also requires learners to have acquired ‘automaticity’ – fluent and rapid decoding, which is an outcome of high-quality phonic work.

Literacy across the curriculum

Learners need to apply their reading skills in a range of reading contexts across the curriculum. Good reading comprehension skills are required to understand, interpret and evaluate information across a range of subjects. The LNF addresses this issue specifically by emphasising the importance of practising literacy skills across the curriculum, in meaningful contexts.

⁵ Reading stamina – the ability to read independently with focus and purpose for long periods of time.

However, important as reading is, it has to be combined with effective oracy and writing skills if learners are to prove both effective learners and effective communicators. The LNF therefore provides a balance of practical and interdependent expectations for oracy, reading and writing to assist teachers and other practitioners in challenging learners to improve their literacy skills across the curriculum.

Mathematics

In mathematics, learners in Wales scored significantly below the OECD average in PISA⁶; but recorded the smallest difference between the highest- and lowest-attaining learners in mathematics. PISA mathematics focuses on analysis, reasoning and effective communication when posing, formulating, solving and interpreting problems. These processes and skills are prioritised within the LNF. The level of demand of the PISA questions is high, and requires a considerable amount of reading by learners to extract and interpret information. These are higher outcomes than those demanded by current national curriculum requirements and demonstrate the importance of good literacy skills in accomplishing numeracy-based tasks.

PISA workshops for schools provide activities that enable participants to explore sample questions and discuss the implications of a cross-curricular approach.*

The LNF

The LNF has been developed to support teachers and other practitioners to raise standards. It concentrates on those elements of literacy and numeracy that are of greatest value to learners in their work across the curriculum and which they will need to become effective learners.

The LNF has clear rationales: learners are encouraged and expected to demonstrate the same standards in their use of literacy and numeracy skills across all subjects; learners will practise systematically what they have learned in their use of speaking, listening, reading, writing and numeracy across the curriculum, so that progress and ultimate attainment will be improved. The LNF is designed to be used as a tool by teachers and other practitioners – in terms of planning and in terms of assessment. Through the NSP, examples of effective practice created by schools will be shared locally and nationally, so that all teachers and other practitioners can benefit from the best in a genuine professional learning community.

* Please refer to the Welsh Government guidance and support materials – see Annex 5.

⁶ Wales chose not to participate in the other international survey of mathematics (and science), TIMSS, so no conclusions can be drawn about Year 5 or Year 9 achievement. The data from England showed that Year 5 learners did quite well in mathematics, scoring 9th overall and well above the mean. Year 9 learners did less well, although still above the mean, scoring 10th overall. Northern Ireland participated in the Year 5 age group and it scored 6th overall in mathematics. Wales also did not participate in the international assessment of reading for Year 5 learners, PIRLS, although both England and Northern Ireland did. England fared well – well above the mean and 11th overall; Northern Ireland did even better, scoring 5th overall.

Through expectation statements, the LNF sets out the skills that the Welsh Government expects learners to develop throughout their time in school, from ages 5 to 14, and is broken down into year groups. It is split into components for literacy and numeracy, which are in turn split into strands.

The literacy strands are:

- Oracy across the curriculum;
- Reading across the curriculum;
- Writing across the curriculum.

The numeracy strands are:

- Developing numerical reasoning;
- Using number skills;
- Using measuring skills;
- Using data skills.

Each strand is further split into elements, with literacy also broken down into aspects. The literacy component is available in both English and Welsh. The expectations in both English and Welsh are similar, with a few distinctive elements in the Welsh literacy component, reflecting the unique requirements of the Welsh language.

When combined with the national curriculum requirements for English, Welsh and mathematics, the LNF will enable schools to make sure they cover the full range of literacy and numeracy skills and knowledge expected of learners, and to enable learners to practise these skills across the whole curriculum.

The Welsh Government has produced guidance⁷ and support materials drawing on best practice in schools to demonstrate how to combine the key elements of both the national curriculum programmes of study and the LNF into effective cross-curricular plans. The NSP will draw on these, together with other materials and activities, to support schools.

How the LNF supports teachers and other practitioners to raise standards

A framework which explicitly links to literacy and numeracy outcomes will enable teachers and other practitioners to:

- review current ways and introduce fresh ways of developing literacy and numeracy skills;

⁷ *A guide to using PISA as a learning context* (Welsh Government, 2012).

- integrate literacy and numeracy into teaching across the curriculum;
- design effective approaches to assessment for learning (for example, developing the ways in which learners are aware of their own learning and how to improve);
- plan for effective differentiation by using the LNF to monitor, assess and report on individual learners;
- provide effective early identification of learners falling below age-related expectations in literacy and numeracy;
- identify those often more able and talented learners who require greater challenge;
- decide on appropriate interventions focused on the identified area(s) of need.

Additional benefits

The introduction of the LNF will also lead to the development of:

- national systems for assessing and reporting outcomes in literacy and numeracy;
- clearly defined opportunities to develop literacy and numeracy within all subjects;
- school policies that support teachers and other practitioners to develop literacy and numeracy skills across the curriculum;
- high-quality teaching supported by high-quality professional development;
- the development of whole-school approaches to curriculum review.

Implications for schools

The LNF will become a statutory curriculum requirement from September 2013, with assessment using the LNF expectation statements becoming statutory from September 2014.

The introduction of the LNF will require some adjustments to curriculum planning, and to assessment and reporting frameworks across all schools. Some schools are already developing approaches to support planning across the curriculum using the LNF. Examples of good practice drawn from schools will be shared at cluster events and provided for all schools to use.

Oracy, reading, writing and numeracy skills will need to be secure before learners are asked to use them in other subject areas. Schools will need to plan carefully to ensure that skills have been taught in English, Welsh and mathematics lessons before they are needed across the curriculum. English, Welsh and mathematics subject leaders will work alongside other colleagues to ensure consistent approaches to the teaching and application of skills.

The following questions relating to implications for schools arose during consultation on the LNF and on the NSP. The explanations provided, with the help of examples in some instances, will be further developed in support material and training provided as part of the NSP.

How will the introduction of the LNF affect assessment and testing?

The LNF can be used to provide an overall picture of a class or age cohort so that teachers and other practitioners can track progression across a school. Progression will be recorded against age-related expectations for literacy and numeracy. Some aspects of progression will also be captured via the testing procedures at the end of each academic year. Assessment against the LNF can also be used throughout the year to support curriculum planning and programmes of study for each year group.

The National Reading and Numeracy Tests are intended to provide data to monitor learners' progress in relation to their peers and their chronological age. The tests will provide comparative data on literacy and numeracy standards across Wales and are designed to provide data on a range of attainment wider than one school year.

The ongoing assessment of learning differs from national testing at the end of Years 2–9. New testing arrangements will not remove the need for ongoing teacher assessment of skills and attainment.

The following example presents one school's approach to linking formative assessment to the expectation statements in the LNF.

A whole-school strategy combining assessment and reading material

A North Wales primary school introduced a reading system that reduced reliance on reading schemes in the classroom, as they felt that in some cases, reading scheme books did not suit the needs of their intake. Assisted by experts, they graded a suitable range of trade children's fiction and non-fiction books, and then tracked the learners' progress through a representative benchmark selection that was carefully put together to ensure the development of all the different aspects of reading and comprehension. This was then cross-referenced with the National Reading Test requirements and the LNF in order to ensure that the learners were making appropriate progress.

Schools still need to assess against Foundation Phase outcomes and the national curriculum levels. The Welsh Government has stated that there will be a curriculum assessment and review process that fuses these and the LNF requirements.

Consistency and monitoring of progression are both vital in raising standards.

What is progression in relation to the LNF?

Progression is the improvement in **achievement** and **attainment** made by learners over time during their education. It includes the acquisition of knowledge and the development of skills, attributes and personal dispositions. In the context of the LNF, progression means ensuring that the application and mastery of skills occur through and across all subjects in the curriculum at a rate commensurate with age-related expectations. Ensuring progression in literacy and numeracy should be seen as a non-negotiable for all teachers and other practitioners.

Progression in literacy and numeracy can take different forms, depending on the age, ability and learning dispositions of individual learners. For some learners, significant progress might be defined as producing a thoughtful piece of creative writing with only minimal support from the teacher or other practitioner. For others it may be a real achievement to structure writing in a formal, highly disciplined way, as a response to very clearly defined instructions and/or stimuli.

Effective teachers and other practitioners will strive for individual progression (achievement), balanced with age-related expectations of progress (attainment). Successful management of progression depends on teachers' and other practitioners' planning, based on a rigorous assessment of learners' starting points and current needs.

The following examples describe paths of progression at different ages and in different skills.

Year 2, Writing: Organising ideas and information

Gareth's writing skills were progressing well. In Year 1 he was able to re-tell simple stories independently, drawing on his knowledge of phonics, and read back his work to his teacher (Year 1, Meaning, purposes, readers). In Year 2, his teacher challenged him to think about how he could improve his work (Year 2, Meaning, purposes, readers). Initially he was encouraged to review his recounts to ensure they made sense; then he progressed to thinking about whether a set of instructions he had written made sense to other people (Year 2, Structure and organisation). Progression involved moving from using models and writing frames produced in class to support him in structuring his writing to choosing – with growing confidence – how to structure some pieces of writing in fiction and non-fiction independently, applying his skills of organising ideas and information for different audiences and purposes.

Progression in oracy at Key Stage 3

Progression in oracy involves development of the complexity of language used, the range of situations in which it is used and increased independence of the learner. This example describes a history teacher ensuring progression.

A Year 8 class had developed a good understanding of the basic structure they should use when explaining orally why a particular event or development happened. They recognised that their answers should include more than one cause and were able to use basic categories such as ‘economic’, ‘political’ or ‘religious’ to group particular causes together. They were aware that they should try to decide which was the most important, although most of the class were not able to substantiate their claims (Developing and presenting information and ideas, Speaking element).

Their language, however, tended to be very restricted, suggesting perhaps that they could not really see or articulate the distinction between the different roles or functions that different causes actually played in bringing about a particular outcome – as underlying preconditions, exacerbating factors, triggers or catalysts, for example. The teacher decided first to make use of non-historical examples, such as the proverbial straw that broke the camel’s back, to introduce more varied and precise vocabulary for explaining the particular ways in which causes can operate. He then used these stories to develop causation ‘word mats’ to which learners could add as their vocabulary expanded. He used these regularly before learners came to their next major causation enquiry, encouraging them first to talk about, then write sentences using the new words correctly, explaining everyday events and then applying them appropriately to the historical context.

Linking progression to age-related expectations

Effective schools track progression in a variety of ways, for instance scrutinising learners’ work, observing classroom interactions and through formal summative assessments. Careful consideration must be given to the context; for example, summer/autumn births and transition from one key stage to another. Effective teaching requires consistently high expectations in order to make exceptional progress. LNF age-related attainment is a useful indicator of expected progression. An effective way of supporting progression is to ensure that learners’ learning paths are sufficiently individualised to achieve intended outcomes.

What is the relationship between skills and knowledge?

Skills and knowledge are complementary. It is important to see these two aspects of learning as interdependent. This is particularly important in the case of literacy and numeracy. We know from experience that learners can acquire knowledge and be taught skills within a specific context, but then be unable to apply their newly acquired skills and knowledge in a different context when required.

The following examples describe how teachers ensured that literacy and numeracy skills were applied across the curriculum.

Science and numeracy skills in Year 7

A group of Year 7 learners was carrying out a science investigation into the relationship between surface area and rate of evaporation. This offered an opportunity for them to use and develop existing mathematical skills and knowledge. As a starting point, the teacher checked their knowledge and understanding of the concept of area and the appropriate standard units for measuring area in this case. As the investigation progressed, learners drew on their skills in carrying out the measurements and calculations required in order to find surface areas. Later in the investigation they drew on skills related to drawing and interpreting graphs in order to present and discuss their results. In their final discussion they demonstrated aspects of mathematical reasoning, such as explaining results and interpreting answers in group discussion.

Knowledge and Understanding of the World and applying literacy skills in Year 2

A Welsh-medium primary school took advantage of local heritage sites by taking the Year 2 class to map out the age of local medieval and Tudor buildings. They followed up the visit by using a bank of words and phrases to create a puppet dialogue between two medieval characters living in the buildings, thinking about how people lived a long time ago. Creating and enacting the dialogue for other learners and parents/carers applied oracy skills of using questions and answers and speaking clearly to a range of audiences.

Learners in Year 4 visited the same site. They discussed the architecture in the context of the Mabinogion Tales. Then they worked in pairs to choose their favourite tale and create their own version of one of the tales in the form of a dialogue. They enacted this in costume for Year 2 learners, who were encouraged to ask questions about the stories they had seen and heard, in order to apply listening skills and ask meaningful and relevant questions.

Design and technology and numeracy skills at Key Stage 3

A school in West Wales involved all of its Year 8 design and technology classes in a project that supported both the national curriculum programme of study for design and technology and the procedural and reasoning numeracy strands. Learners were asked to put together a design brief for a café, including writing a sample menu and developing recipes for it, using local products. Part of the activity called for scaling up recipes so that a typical group of lunch-time customers could be served. Another activity was costing the ingredients for the recipes and determining menu prices. Learners calculated potential profits, while keeping the prices realistic enough so that customers could afford to come to the restaurant. These activities developed numerical reasoning by requiring learners to transfer mathematical skills and knowledge to everyday situations, as well as progressing numeracy skills by using equivalence of fractions and percentages to select the most appropriate for a calculation in this context.

Most primary schools teach literacy and numeracy skills in English, Welsh and mathematics lessons. The LNF requires that oracy, reading, writing and numeracy skills and knowledge are systematically applied across the whole curriculum.

Similarly, secondary schools need to plan carefully where within the English, Welsh and mathematics curricula the requisite literacy and numeracy skills are taught, to enable learners to practise, consolidate and progress skills within other subjects.

The LNF helps to define the skills and knowledge in literacy and numeracy which should be both taught and practised across the curriculum from age 5 to age 14. All teachers and other practitioners will need to play their part in making the LNF an integral part of teaching and learning. In primary schools, class teachers and other practitioners will work together to identify opportunities within the curriculum for teaching new skills and then applying them in context. Secondary schools will first need to discuss among individual subject departments those elements of the LNF which are of greatest relevance to their subject, and those which are of universal relevance. Then, informed by this discussion, opportunities to apply skills will need to be mapped to include some coverage in all subjects.

Many schools have already developed good examples of the use and application of literacy and numeracy skills and knowledge across the curriculum. The NSP will develop and disseminate examples of best practice to guide all schools over the course of the programme.

What is the difference between ‘best fit’ reporting on the current national curriculum and Foundation Phase statements and narrative reporting using the LNF?

Annual narrative reports will be given to parents/carers based on teacher assessments as well as the results of the annual National Reading and Numeracy Tests. The LNF explicitly requires the development of literacy and numeracy skills to be embedded across all subjects, in both English and Welsh as appropriate. Narrative reports using the LNF will need to report on progress in acquiring skills and knowledge in literacy and numeracy and learners’ ability to apply them in other contexts. Examples cited in this document may be useful in demonstrating how all curriculum subjects can be used as vehicles to improve standards and how these improvements might be expressed in a narrative style. Another important aspect of the LNF is building on learners’ prior experience and understanding, by linking real-life tasks and activities to the learning that takes place in school, as well as providing for a distinctive Welsh model of contemporary education, mindful of Welsh tradition and culture while being fit for purpose for the early twenty-first century.

How is the LNF an assessment tool, and how does this fit with national testing?

Rigorous tracking and assessment of LNF outcomes for learners aged 5 to 14 is achieved using expectation statements. The statements can be linked to progress in English, Welsh and mathematics so that tracking of the application of literacy and numeracy skills is embedded in the whole-school assessment, recording and reporting strategy. In this way, tracking and monitoring processes are not duplicated.

The requirement to track and assess using expectation statements also applies to learners working above and below national curriculum levels, at all levels of ability. It is intended that particular attention is paid to the needs of learners with additional or special educational needs, as well as those of high ability. Mindful of the fact that each child is unique, the LNF supports teachers and other practitioners by enabling them to plan for, support and stretch skill development where progress rates are faster or slower than typically expected.

This highly individualised, explicitly ambitious approach to every child’s learning is a key aspect of the LNF and the distinctive Welsh model of education being adopted.

Literacy and numeracy will be taught across all subjects of the curriculum, drawing on the age-related expectations of the LNF, and schools will discuss how this fits together to make a complete programme. Schools will also be required to assess learners’ progress against the expectation statements in the LNF. National tests will contribute to the evidence used to make judgements about learners’ skill acquisition.

National tests are designed to measure the extent to which individual learners and cohorts of learners are making the progress expected for their age and how they compare to the average age-related attainment. The tests will contribute to school-level data, and provide a useful external check on ongoing assessment, but the picture provided by teacher assessment will always be more detailed.

How can teachers and other practitioners use the LNF and the national tests to inform short-, medium- and long-term planning?

Teachers and other practitioners will wish to use the LNF to identify learner strengths and areas for support and challenge. They need to collect evidence of progress and attainment from both formative and summative assessments, and plan their work for individuals and whole classes accordingly, to enable learners to reach age-appropriate expectations, as defined in the LNF.

In the short term, planning needs to pick up on evidence of mistakes, shortcomings or misunderstandings evident in learners' daily work.

In the medium term, the LNF will help teachers to plan sequences of lessons which will provide opportunities in which key literacy and numeracy skills can be taught, reinforced and practised in meaningful contexts.

In the long term, the LNF will enable schools to develop programmes of work which challenge all learners to improve their standards and to develop positive attitudes to their learning.

National tests, evidence from ongoing assessment, and international assessments such as PISA will enable us to measure the degree to which we are successful and identify those areas which require further work.

How do you make planning for assessment integral to and continuous with curriculum planning?

Key to maximising progress among learners is building in monitoring and tracking systems to ensure that educational interventions are having the desired outcomes. These can take several forms, which can be **summative** or **formative**. For example, standardised, externally-marked tests are one **summative** method of monitoring attainment. Collecting and monitoring change in cues given by the teacher on a daily or weekly basis, such as verbal or written praise or constructive criticism, can be seen as **formative**. Other terms that have been used for these types of assessment are **Assessment of Learning** (summative) and **Assessment for Learning** (formative).

It is important to embed both forms of assessment into any educational programme in order to establish both attainment and achievement levels of individual learners, as well as how schools, teachers and other practitioners are developing over time.

The examples that follow demonstrate how the LNF supports the use of formative assessment approaches that enable teachers and other practitioners to respond to growing skill and level of independence in their application.

Ongoing assessment of reading in Year 1

Mrs Jones, Eirian's teacher, uses formative records of reading skills to provide appropriately levelled texts and focused teaching. Formative assessment information, in the form of running records and notes taken during guided reading sessions, indicate that Eirian is attaining well in one strand (Responding to what has been read) but has yet to demonstrate an ability to use a range of decoding skills to check her reading.

In order to develop the accuracy and fluency of her reading aloud, Mrs Jones provides focused teaching prompts to ensure that Eirian's skills in decoding improve. She reminds Eirian to read through the word from left to right and think about what she can see that will help her. When Eirian attempts to decode a word, Mrs Jones asks her to check it, even if she is right, so that she learns to do so independently. Eirian makes good progress and can increasingly apply decoding skills independently when reading familiar and unfamiliar texts. Mrs Jones records the teaching prompts she uses to ensure that Eirian is not becoming reliant on teacher support. When Eirian can apply a particular reading skill independently across a range of reading contexts, Mrs Jones stops providing the prompt.

Developing formative assessment in Key Stage 3 numeracy: Developing numerical reasoning

In a secondary school in Caernarfon, the mathematics department noted that at Key Stage 4 learners were not able to apply their knowledge in different contexts. The department hypothesised that their emphasis on routine factual questions caused learners to struggle to develop their numerical reasoning skills and thus not be able to apply knowledge in various contexts. Teachers reviewed their Year 7 and 8 curriculum. As part of the curriculum review, they built up a bank of resources and lesson plans for departmental use. These resources and lesson plans attended to the different functions of classroom questions and addressed what good quality questioning might consist of.

The teachers in the department subsequently used these resources with Year 7 and 8. The resources included mathematical tasks that required learners to explain their reasoning and that employed group work. This was to motivate, check and contextualise learners' numerical reasoning skills through group discussion. Teachers assessed partially-correct and incorrect responses through interaction in the discussion groups. This formative assessment enabled them to encourage learners' involvement in self- and peer assessment, potentially contributing to their own learning. Teacher assessment based on this programme of study complemented results from standard tests⁸.

Assessment and curriculum planning in Key Stage 3

A secondary school history department reviewed the range of opportunities that they provided for sustained oral work across the Key Stage 3 curriculum. The three teachers already included several different role-play and presentation tasks in their regular teaching, but they began to plan for these more systematically, agreeing that they would include at least one debate and one significant oral presentation in the scheme of work for each year.

These built on their existing schemes of work – debates, for example, about whether Llewelyn ab Iorweth deserved to be called 'Llewelyn the Great' or whether Dafydd, a nineteenth-century agricultural labourer, should move to Merthyr to seek work in the mines; but the teachers used the LNF descriptors for Years 7–9 to develop a process to monitor not only the debates themselves (Speaking, Listening) but also the way in which learners worked in groups to prepare for them (Collaboration and discussion). On each occasion learners were also involved in peer assessment, first reviewing and refining the criteria that they had used on the previous occasion.

⁸ It can be difficult to assess the accuracy of mathematical outputs from learners' group discussions especially when they have come up with a novel idea or unexpected approach.

How does the LNF apply to different language settings?

The LNF has been designed to support learners across all settings: English-medium, Welsh-medium and bilingual. English-medium schools will follow the English-medium literacy component of the LNF and Welsh-medium schools will follow the Welsh-medium literacy component of the LNF. There may be some variations in Welsh-medium schools. For example, in some Welsh-medium secondary schools, learners can choose to study some subjects in Welsh or English. Teachers and other practitioners will follow the LNF expectation statements in the language of study.

Both of these components are designed for first language speakers. The expectation statements in English and Welsh are similar, though they take account of specific language differences. This means that there is a consistent, skills-based approach across both languages of provision.

In immersive language settings, Welsh-medium schools will use the Welsh-medium literacy component of the LNF exclusively from Reception to Year 3, and across the curriculum from Year 3 onwards. They will also be able to use the English-medium literacy component of the LNF to guide work in their Key Stage 2 English classes to enable them to work towards age-related expectations in English by the end of Year 6.

How does the LNF apply to additional language learners?

Not all learners progress at the same rate or in the same way. If there are concerns that language skills are restricting progress, for example in the case of recent arrivals for whom English or Welsh is not their first language, learners can be assessed using a model of language acquisition. Where skills are below age-related expectations, this will be reflected in the narrative reporting and may influence teacher decisions about how best to assess learners formatively. The key to future progress will lie in equipping learners with the requisite language skills as quickly as possible, to enable them over time to achieve their potential.

Example: Millja, a Year 5 learner

Millja arrived in Wales in January with little English. She will take the National Reading and Numeracy Test in May but her assessment data will be excluded from school and national calculations. Her teacher uses a well-established assessment of language acquisition to decide how best to help her. An Individual Education Plan is put in place to create opportunities for her to learn English and to have additional help with reading and writing in English. Her parents are made aware of how the school is planning to develop her language skills, and how they can help at home. Within a supportive environment, she makes rapid progress with oracy skills, although skills in using and applying reading, writing and numeracy take longer to reach age-expected levels. In the meantime, teachers make use of formative assessment tasks that do not involve written language, in order to assess her developing understanding of concepts and skills across the curriculum.

How does the LNF apply to learners below age 5?

The LNF is currently designed for learners aged 5–14. It is, however, essential that schools give careful consideration to the skills assumed in the age-related expectations by age five, so that curriculum planning enables learners to be ready for statutory education. The *Routes for Learning routemap* (Welsh Assembly Government, 2006) and the Routes to literacy and Routes to numeracy components of the LNF will support teachers and other practitioners to ensure a progression of early skills towards the LNF.

How does the LNF apply to learners with additional learning needs (ALN)?

The LNF includes progression statements to be used with learners with ALN. Teachers and other practitioners will need to consider how best to develop skills and knowledge and then establish appropriate conditions in which learners with ALN can apply them.

Learners with ALN in special schools and specialist settings may be learning and applying their skills at levels consistent with the Routes to literacy, Routes to numeracy and the Foundation Phase sections of the LNF, although a small number may progress to the Key Stage 2 section.

Teachers and other practitioners should make careful use of the age-related expectations to provide appropriate pathways to learning and achievement for learners. The following example describes an instance where the learning need created challenges to the application of skills. Teachers and other practitioners

developed existing approaches to recording and reporting to include a focus on how to support progression within each expectation statement.

Example: Year 3 progression in mathematics

At the age of 7 Conrad was diagnosed as dyslexic and arrived in Year 3 with a patchy understanding of Foundation Phase mathematics. His teacher used the progression and age-related expectation statements to identify gaps in his skills and knowledge. These were primarily in understanding place value and recalling number facts. Progression through the numeracy age-related statements was hindered by his learning needs. Conrad's teacher put together a programme to support both Conrad and some other learners in the class who had similar identified learning needs in relation to progression, and this formed a key part of a carefully-managed handover to Year 4.

The new class teacher was able to maintain momentum, building on the approach which ensured mastery of mathematical concepts was rehearsed to automaticity within a practical context before recording became an added challenge. When it became time for the group to transfer to secondary school, further carefully-focused communication with receiving secondary staff meant that Conrad settled quickly into the demands of Year 7 and could access the secondary mathematics curriculum.

The LNF is inclusive of the needs of all learners and covers an age-related range in both literacy and numeracy, as shown in the following table:

Routes to...		Foundation Phase			Key Stage 2					Key Stage 3			Extension	
Routes for Learning (RfL) routemap	A steps	Age-related expectations		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Progression statement (not age-related)
	B steps													
	C steps													



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2. How will the NSP support schools?



2. How will the NSP support schools?

What will NSP partners do?

The relationship between partners and schools is central to the NSP. The success of the NSP largely stands or falls on the quality of the professional relationships forged by the partnerships. Partners must win the respect and confidence of schools. Equally, schools must be confident in their own capabilities to bring about improvement.

The partners have been carefully selected by the NSP team working with representatives from the Welsh Government and regional consortia. In order to be selected, the partners had to demonstrate up-to-date knowledge of literacy and/or numeracy and understanding of initiatives in Wales designed to raise standards of literacy and numeracy. In addition, they had to show experience of leadership in an education setting as well as of teaching in primary or secondary schools. A significant proportion of the successful candidates are fluent Welsh speakers. Their training focused on the acquisition of additional LNF-specific knowledge, as well as on enhancing the skills they would need to work in partnership with schools, providing a range of professional development activities.

Partners' performance management will take account of feedback from schools. They will be required to behave in accordance with a Code of Conduct.
(See Annex 2.1.)

Partners' main focus will be on working with schools within a cluster. Their role will involve providing confidential advice and support. While they will challenge where appropriate, they will do so in a professional and constructive way.

The Welsh Government has reflected the importance of the LNF in its wider policies, such as the guidance on performance management⁹ and funding through the School Effectiveness and Pupil Deprivation Grants¹⁰. Regional consortia have already started programmes of support for schools and schools have begun to implement the LNF. Partners will draw on their knowledge of these developments, including existing high-quality resources and increasing examples of good practice, to support their schools.

Partners' input will change throughout the four phases of the NSP.

⁹ *Performance management for teachers* (Welsh Government, 2012) advises that teachers' objectives should take account of the school's as well as Ministers' priorities for school improvement.

¹⁰ *School Effectiveness Grant and Pupil Deprivation Grant 2012-2013* (Welsh Government, 2012) gives details of funding provided to support improvements in literacy and numeracy and to reduce the impact of deprivation on pupil achievement.

Initially they will work largely with headteachers, but the scope of their activities will expand to include other leaders, such as subject coordinators, as well as classroom teachers and other practitioners. At the request of the headteacher, they may also provide information and guidance to governors.

In Phase 1, they will work with headteachers to ensure that leadership teams, teachers, other practitioners and governing bodies understand the objectives of the NSP and how they can benefit from it. They will provide tailored support so that headteachers can work with their staff to review the progress they have made to date in establishing the LNF in their schools, identify areas for development and plan for implementation at both school and classroom level¹¹.

Then, they will help schools implement their action plans. They will do this by reporting on schools' needs and working with regional coordinators and other partners to develop and deliver matching support activities. These will include support for professional learning networks, coaching, mentoring, working with outstanding teachers of literacy and numeracy (OTLs/OTNs) and system leaders.

Partners will provide their allocated schools with an e-mail address and telephone number at which they can be contacted.

How are partners allocated to clusters? How much time will they spend with clusters and schools?

Some partners will work full time on secondment and others will work part time. Partners will be allocated to schools by the NSP Operations Manager in collaboration with regional consortia.

Cluster sizes will differ. The assumption is that, over the course of the NSP, around forty days of partner time will be allocated to each cluster. This will include some time focused on individual schools and some time set aside to provide additional support to schools with greater needs. Most of the time will be given over to Phase 3, which is when the LNF-related development activities will be scheduled. In Phase 1, the partner will launch the NSP at a half-day cluster meeting. He or she will follow up with a half-day visit to each school, together with telephone and e-mail support.

When will a partner be allocated to my school?

Two cohorts of schools will join the NSP: Cohort 1 will join in June 2013, followed by Cohort 2 in the autumn term. Clusters will be chosen for cohorts using NSP criteria to make sure there is an even geographical distribution, a representative mix of

¹¹ These plans will be embedded in school development plans or Post-Estyn Action Plans.

Welsh-medium, bilingual and English-medium schools and a good spread of bands (among secondary schools).

Partners will be allocated to schools before their cohort joins the NSP.

What is the link between the work of partners and outstanding teachers of literacy and numeracy (OTLs/OTNs)?

The School Effectiveness Grant provides funding so that outstanding teachers can be released for up to 40% of their time to model best practice, support professional learning communities and work alongside teachers and other practitioners and schools with lower levels of expertise in literacy and numeracy.

The NSP is designed to leave a sustainable legacy. Part of the strategy includes ensuring that, where OTLs/OTNs are in post, they are enabled to understand the work of the partners, to work alongside them and, with the agreement of their headteachers, to deliver part of the support for LNF implementation. The NSP will offer training to OTLs/OTNs.

The following example describes how an OTN supported colleagues to develop approaches to formative assessment linked to the LNF.

Frank Evans, an OTN in a large secondary school, supported Year 7 teachers to use the LNF to assess attainment and focus teaching on learners' needs. He took the expectation statements for the 'Using number skills' strand and created a series of assessment tasks encompassing the statements from Year 4 to Year 7. He supported colleagues in the mathematics department to use these with all Year 7 learners over a two-week period and to enter the data on to a spreadsheet. This provided a clear demonstration of gaps in skills and knowledge, showing many learners had yet to acquire skills from earlier statements. Mathematics teachers had a focus for teaching and ensuring progression for more able and talented learners.

When the relevant number skills had been taught and consolidated in mathematics lessons, Frank met other departments to plan the application of the number skills in other subjects and to ensure progression across the whole curriculum. At the end of the year, the assessment tasks were used again; almost all learners were attaining within or above the age-related expectations for Year 7.

There is a further example of how a subject coordinator supported other staff to begin to work with the LNF (see the *Curriculum planning guidance** (Welsh Government, 2013), page 17).

* Please refer to the Welsh Government guidance and support materials – see Annex 5.

How will partners work with system leaders?

With their focus on school improvement, whether at cluster, school or departmental level, system leaders' roles complement the work of partners. Arrangements for system leaders to work with partners in clusters and schools will be agreed with headteachers and regional consortia. In some cases, such as the first cluster meeting or the partner school visit, system leaders may join the partner. (Details of these events are in Section 3.) In others, they may work with schools on aspects of school improvement which have a focus on literacy and numeracy (for example, where an Estyn inspection has identified this as a priority to be addressed through the post-inspection action plan).

How will partners link up with support provided through regional consortia?

Each regional consortium is appointing a regional coordinator (RC), who will report to the NSP Lead Manager (Richard Roberts) for 80 days per year, typically 2–3 days per week in term time. The RC will ensure that NSP support is aligned to regional consortium support, so that support is coherent, with no duplication.

Details of the four regions along with their consortia, local authorities and regional coordinators are provided in the following table.

Region	Consortium name(s)	Local authorities	Regional coordinator
North Wales	GWE (Gwasanaeth Effeithiolrwydd) North Wales Regional School Effectiveness and Improvement Service http://www.consortiwm.org/?lang=en	Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, Wrexham	Siwan Meirion siwan.meirion@wrexham.gov.uk
South West and Mid Wales	South West and Mid Wales Regional Consortium www.swamwac.org	Swansea, Neath Port Talbot, Pembrokeshire, Carmarthen, Ceredigion, Powys	<i>To be appointed</i> Key contact: Aled Evans a.evans@npt.gov.uk
Central South Wales	Central South Wales Joint Education Service www.cscjes.org.uk	Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan	Key contacts: Angela Kent Angela.kent@cscjes.org.uk and Jane Holland Jane.holland@rctcbc.gov.uk
South East Wales	South East Wales Education Achievement Service www.sewaleseas.org.uk	Blaenau Gwent, Caerphilly, Monmouthshire, Newport, Torfaen	Key contact: Jane Crawley-Adams Jane.Crawley-Adams@sewaleseas.org.uk

The key point of contact for partners is the RC (or the interim key contact named above).

Before partners start to work with schools, the RC will tell them:

- the name of the relevant regional system leader;
- the names of any regional members of staff who are supporting the schools, and the nature of the support.

The partner will report regularly to the NSP Head Office. Some of these reports will be copied to the RC to help make decisions about where more partner time is needed and about the types of support activities needed. Taken together, the reports will allow the NSP to see (and tell the Welsh Government about):

- schools' progress towards completing each phase of the NSP;
- schools' completion of each phase of the NSP (copied to the RC);
- support issues and needs of each school (copied to the RC).

The RC will work with other members of the NSP team to decide whether individual schools' support needs are best met by the NSP, the region, or both.

What is the purpose of the NSP?

The overarching purpose of the NSP is to help schools equip all learners with a strong command of literacy and numeracy. While some will progress further and faster than others, the vast majority of learners are capable of achieving this goal, which is essential for them to succeed in education, earn a living and lead fulfilled lives.

How is the purpose reflected in the design of the NSP?

The NSP is designed in four phases which are incremental and outcome-related. Where schools, in discussion with their partners, are confident they have already achieved the outcomes in one phase, they will move to the next phase. The outcomes for each of the phases are summarised below.

Objectives

By the end of Phase 1, schools, including staff and governors, will:

- be familiar with the LNF, its purpose, structure, methodology and what it requires of schools;
- be committed to putting the LNF in place in their school;
- know what support the NSP can offer overall, with a particular focus on Phase 1;
- have identified a senior member of staff to lead LNF implementation in the school;
- have established a good working relationship with their partners;
- have developed a preliminary action plan for implementing LNF in the school.

By the end of Phase 2, schools, including staff and governors, will have:

- reviewed the whole curriculum to ascertain where the LNF will add value; for example by identifying gaps and requirements for improving pedagogy and progression;
- considered how the LNF can be used with formative assessment to identify learners' strengths and areas for improvement;
- decided how they need to change teaching (i.e. planning and classroom practice);
- reviewed aspects of school organisation, management and resourcing to help with the implementation of the LNF. This may include changes to staffing structures, using performance management and professional development to enhance teachers' and other practitioners' skills or SEG funding to pay for OTLs/OTNs to work with other teachers and practitioners;
- taken account of these conclusions to identify LNF priorities for their school development plan.

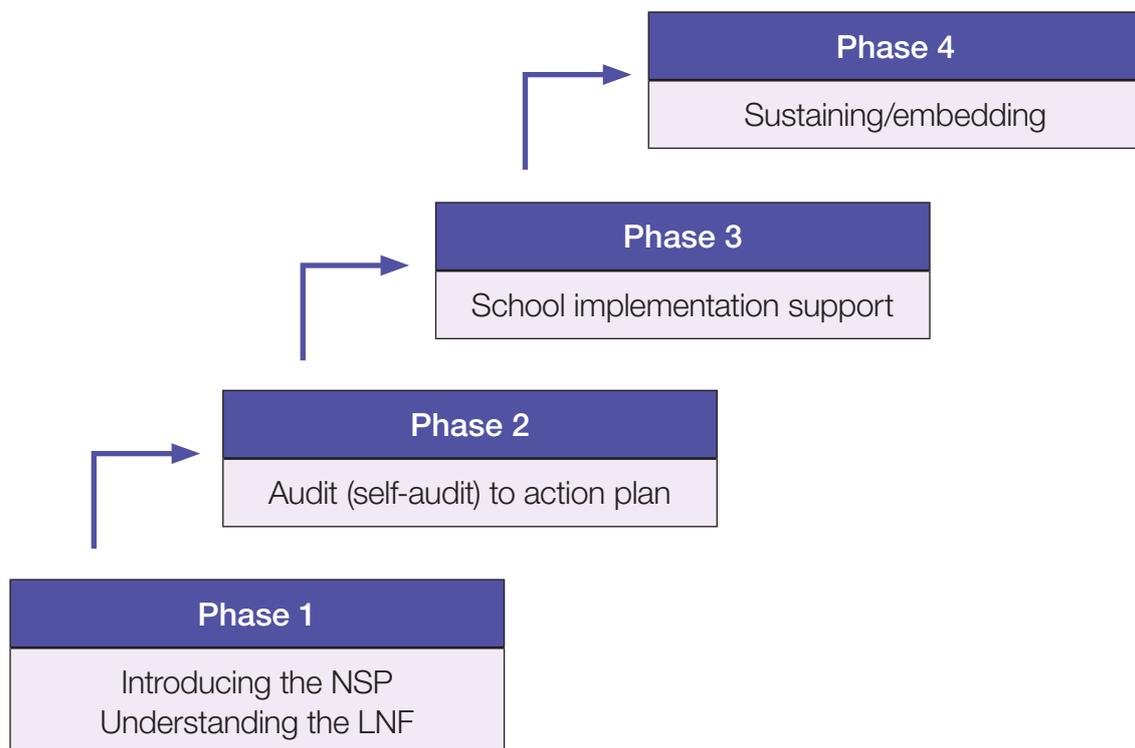
By the end of Phase 3, most schools, including staff and governors, will have completed the actions they have identified as priorities for implementing the LNF in their schools. These will be tailored to the needs of their schools. (Potential areas of focus are summarised in Annex 2.2.)

By the end of Phase 4:

- headteachers and governors will be confident that the LNF provides sufficient support and scope for their professional leadership in securing the goals for literacy and numeracy in their school;
- teachers and other practitioners will have the professional skills, knowledge and confidence to teach and assess the LNF;
- sustainable networks will be in place through which system leaders are able to work effectively with schools; OTLs/OTNs can support practitioners, developing and disseminating good practice in literacy and numeracy.

Design

The design of the NSP reflects the planned outcomes. The phases have different aims and are designed to build logically:



Phase 1	Phase 2	Phase 3	Phase 4
<p>Focus: Building understanding and commitment</p>	<p>Focus: Schools working with partners to evaluate where they are and choose priorities for their school development plans</p>	<p>Focus: Implementing priorities, selecting from a menu of support options (see below)</p>	<p>Focus: Building on progress to embed the LNF and achieve improved learner outcomes</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Introduce schools to the NSP. • Help them to prepare for evaluation and action planning in Phase 2. 	<p>Activities:</p> <ul style="list-style-type: none"> • Evaluation of existing curriculum, assessment, teaching and supporting management arrangements. • Introduction to an outline menu of options for support. • Identification of priorities for action. 	<p>Activities:</p> <ul style="list-style-type: none"> • Implementation of selected support options. • Review and discussion of progress with partner and agreement about next steps. 	<p>Activities:</p> <ul style="list-style-type: none"> • Continued support for some schools with greater needs. • Establishment of outcome-focused support networks. • Processes embedded in regional consortia. • Professional development opportunities for system leaders, OTLs/OTNs.



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3. What will be achieved in Phase 1?



3. What will be achieved in Phase 1?

Objectives

By the end of Phase 1 schools, including staff and governors, will:

- be familiar with the LNF, its purpose and how it works;
- be committed to putting the LNF in place in their school;
- know about the structure of the LNF, how it can be used for curriculum planning, as well as for assessing and taking account of learners' progress in literacy and numeracy;
- know what support the NSP can offer and the focus of that support in Phase 1;
- have established a good working relationship with their NSP partners;
- have developed a preliminary action plan for implementing the LNF in school.

The four stages of Phase 1

Stage 1: First cluster meeting for headteachers

NSP partners will lead these events. They will present an authoritative overview of the LNF and answer questions on its purposes and methodology. Participants will receive materials they can use later to explain the LNF to teachers, other practitioners, governors and parents/carers.

Partners will describe the kinds of support that will be on offer from the NSP and make arrangements for an initial half-day visit to each school.

Partners will introduce the LNF Progress Map and lead a discussion with headteachers about approaches to monitoring the introduction of the LNF and evaluating progress towards implementation (Annex 3.1).

Partners will ask headteachers to bring along examples of good practice to share and discuss. (More information is at Annex 3.1.)

Headteachers will be invited to discuss, decide and record what steps they need to take during Stage 2 to make the most of the partner's visit. (See Annex 3.2.)

Stage 2: Preliminary work in schools

Senior staff should lead LNF briefing sessions for teachers, other practitioners and governors. In doing so, they may choose to use the materials in the annexes to this guide, as well as those on the Learning Wales website. They should also use the

school's usual communication channels to inform parents/carers of the purposes of the LNF and the school's part in its implementation.

Each school should nominate a senior member of staff who will lead its implementation of the LNF and be the main point of contact with the NSP.

Senior staff should prepare for the NSP partner's initial visit by looking at the LNF Progress Map (Annex 3.3). They should make an assessment of the recent performance of the school's learners in literacy and numeracy for discussion with the NSP partner. To do this, they should consider learner performance data from all available sources. These are likely to include school comparative information on national curriculum assessments ('School Comparative Information'), teacher assessments, informal monitoring of learners' progress and the school's most recent Estyn report. They should also consider the school's position in relation to aspects of management, the curriculum, and teaching outlined in the Progress Map. They may wish to discuss this with their governors, leadership team, teachers and other practitioners. They may also find it helpful to identify the school's strengths, aspects of staffing, governance or performance that will help with implementation. Alongside this, they may want to identify specific barriers to implementation they wish to overcome. These points can form part of the discussion with the partner.

Stage 3: NSP partner's initial visit

The purposes of the NSP partner's initial visit are to:

- cement good working relationships with senior staff and others;
- achieve a preliminary understanding of the performance of the school's learners in literacy and numeracy, focusing on:
 - comparisons with similar learners in other schools,
 - any variations in the performance of different groups of learners, such as boys and girls, learners of different ages, learners with different first languages, learners at different levels of prior attainment, learners from different social backgrounds,
 - trends in the performance of learners in recent years;
- use the Progress Map to achieve an understanding of the school's position with regard to its implementation of the LNF. The contents of the Progress Map will be confidential;
- take some preliminary decisions about the focuses for the support that NSP will provide in Phase 3.

Stage 4: Preparing for Phase 2

The senior staff should prepare for Phase 2 by deciding on the specific improvements in learners' performance in literacy and numeracy that they wish to achieve. They should then go on to consider how they can use the LNF, with support from the NSP, to effect these improvements by making changes to the curriculum, the teaching and the assessment of learners' progress.

Effective professional leadership will be crucial for the success of these changes. As part of their preparation for Phase 2, the senior staff should therefore consider how they will lead and manage the implementation of the LNF in their school to ensure that the improvements they have identified are achieved. (Suggestions for structuring this process are at Annex 3.4.)

In Phase 1, an initial review and planning process will take place. This will lay the foundations for Phase 2. In Phase 2, NSP partners will help each school to review in detail where it stands in relation to LNF implementation and to decide the actions it needs to take to implement the LNF so that its learners achieve as well as they can.

In Phase 3 they will help schools to undertake these actions effectively, drawing on support from within local clusters and from external sources when appropriate.



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Annexes



Annexes

Please note: Annexes are numbered to correspond with the sections of the NSP *Guide for schools*. For example, Annex 2.1 is the first annex relating to Section 2. This permits the addition of annexes in sections without having to re-number annexes and their references throughout the document.



Rhaglen Gymorth Genedlaethol
National Support Programme

Llythrennedd a Rhifedd
Literacy and Numeracy

Annex 2: Information for schools

Contents

Annex 2.1 NSP partner Code of Conduct

Annex 2.2 Possible areas of focus: implementing the LNF

Annex 2.1: NSP partner Code of Conduct

Partners are expected to reflect the principles of the NSP in their work. They are to:

- offer advice and support focused on addressing the particular needs of schools in implementing the LNF;
- develop open, honest and professional relationships, where discourse is courteous and responsive to the nature of the audience;
- prepare thoroughly to carry out their activities and responsibilities;
- keep up-to-date with relevant professional and policy developments;
- treat as confidential any information they may obtain as a result of their work, especially as it relates to specific schools and individuals;
- avoid any actual or perceived conflict of interest (see below).

Conflict of interest

CfBT aims to appoint partners who have considerable expertise in areas of education relating to literacy, numeracy and professional leadership. Inevitably, they will have developed that expertise from their previous work. Their continued expertise will rely on professional development and continued work in relevant fields. Moreover, work as a partner will enhance their skills and knowledge.

CfBT recognises the need for partners to continue to maintain their expertise and for their skills and knowledge to be available to schools beyond the NSP. However, in order to avoid any actual or perceived conflict of interest, there needs to be a clear distinction between:

- those activities carried out on behalf of the NSP and others;
- accountability and sharing of information.

Superficially, it would seem sensible to say that partners cannot undertake additional, non-NSP work in the schools to which they have been allocated. However, since they will know the schools well and there are benefits in terms of continuity, this is not forbidden.

However, partners must never seek additional work from schools.

In circumstances where they are approached by:

- schools to which they are allocated as lead partner;
- other maintained primary or secondary schools in Wales;

they must consult their regional coordinator before accepting work.

In addition, on taking up a contract as a partner, they must complete the NSP log of interests registering where they or any of their relations¹²:

- have children in a maintained school in Wales, are members of a governing body or employees of a maintained school in Wales, naming the relevant schools;
- have worked for or held office in a maintained school, central or local government, regional consortium, or further and higher education provider in the previous five years;
- have worked for or have a financial interest in a provider of school improvement services in Wales in the previous five years;
- consider they may be seen to have a conflict of interest.

Responsibility for ensuring partners [and regional coordinators] behave in accordance with the Code of Conduct and requirements about conflict of interest is shared between the Operations Manager and the Professional Lead since it relates to selection, deployment and performance management.

¹² i.e. the spouse, civil partner, sibling, child, grandchild, widow or widower of an employee of the provider.

Annex 2.2: Possible areas of focus: implementing the LNF

The table below is for information. It reflects evidence about effective practice. It is likely that schools will want to focus activity in Phase 3 on some of the following areas.

School leadership and management
Curriculum review and planning, including whole-school approaches to the consistent teaching of phonics, numeracy and basic number.
Whole-school assessment, recording and reporting policies and processes (including the use of reading and numeracy test results).
Integrating LNF implementation into whole-school planning, including: staffing structures, ALN modules, performance management and CPD programmes; deployment of OTLs/OTNs and teaching assistants.

Teaching and learning
Cross-curriculum planning for teaching literacy and numeracy consistently, with a focus on expectations and progression.
Teaching strategies appropriate to subject areas and learners with a range of skill levels and abilities.
Assessment of literacy and numeracy skills and knowledge alongside skills and knowledge specific to particular subjects.
Interpretation of assessment outcomes and response to them in schemes of work and lesson plans.
Ensuring teachers and other practitioners have the literacy and numeracy skills and knowledge required to teach the LNF.

Literacy issues

Inconsistent implementation of literacy programmes, in the understanding of the term 'literacy' and ways to assess attainment.

Ensuring boys achieve levels of literacy needed to be able to access the wider curriculum.

Need for a coherent, systematic approach to the teaching of phonics in primary schools so that learners entering secondary schools are able to read at a level at least consistent with their chronological age.

Particular areas for improvement in writing skills.

Numeracy issues

Learners cannot recall basic number facts, cannot use written methods for routine calculations and have difficulties working with fractions, decimals and percentages.

Learners cannot estimate the results of written or mental calculations, estimate whether their answers are reasonable and are unduly dependent on calculators when it would be more appropriate to use mental arithmetic or a written method of calculation.

Need to develop teachers' and other practitioners' strategies for teaching these skills, based on evidence of effective practice.



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Annex 3: Further information for schools

These materials provide further information about the first cluster meeting and the NSP partner visit to your school.

Contents

Annex 3.1 Cluster activity: curriculum implementation exercise

Annex 3.2 Action after the first cluster meeting: preparing to make the most of the partner visit to your school

Annex 3.3 The LNF Progress Map. What is my school's current position in implementing the LNF?

Annex 3.4 Preparing for Phase 2

Annex 3.1: Cluster activity: curriculum implementation exercise

At the Cluster Launch Event, there will be an opportunity for you to share ideas and information about how schools in your cluster have gone about the process of planning for implementation of the LNF.

The purposes of the curriculum implementation exercise are to:

- consider detailed aspects of planning and implementation;
- share lessons learned.

1. Preparation for your first cluster meeting

a) Look at:

- the diagram called 'Curriculum implementation – Key Stage 3' (page 11, *Curriculum planning guidance* (Welsh Government, 2013));
- case studies 5 and 6 (pages 21 and 22, *Curriculum planning guidance* (Welsh Government, 2013).

b) Think about some of these questions as a starting point for the cluster group discussion:

- How would you/did you identify the LNF skills relating to particular subjects?
- How would you/did you map the national curriculum subjects on to the LNF at the right levels?
- How would you/did you write schemes of work?
- How would you/did you check for progression?
- How would you/did you make sure that skills were taught and assessed consistently?
- How long did/do you think each of these processes would take?
- How can you/did you find the time to start and carry through these processes?
- If you were going to use the process shown in the diagram on page 11 of the *Curriculum planning guidance*, how would you change it? Why?

- What do you know about your staff's teaching, literacy and numeracy skills?
- How will you identify your school's curriculum and assessment needs?
- How can you embed the processes of sharing and facilitating good practice within school development activities?
- What do you already do that works?
- Do you have any subject areas with particular strengths in literacy and numeracy? How can the cluster use these strengths?

c) Collect and bring to the Cluster Launch Event:

Examples of the ways that you and your staff have made progress in reviewing and changing current provision that involve:

- subject policies;
- approaches to information giving across the school staff and wider community;
- timelines for staff discussion, process of curriculum mapping and tracking progress.

2. What you will do in the exercise

The objective will be to consider how the cluster will work towards effective implementation of the LNF, such as:

- approaches to becoming familiar with the LNF and ensuring understanding;
- ways of reviewing current provision;
- methods for mapping progression;
- efficient and effective ways of adjusting curricula and schemes of work;
- identification and sharing existing good practice in school.

You will leave with a plan for monitoring how the LNF is being introduced in your school and evaluating progress.

The discussion will be led by the partner.

Starting points (5–10 minutes)

- How well do the processes defined (familiarisation, identification of skills, curriculum mapping, reviewing and adapting schemes of work, progression and differentiation of LNF in place) match your perceptions of how to introduce the LNF in your school?
- Are some aspects more important than others?
- How can senior leadership teams support teachers and other practitioners?
- Is anything missing that we could add?

Sharing effective practice (10 minutes)

What have you tried in your school that has worked well?

Share examples and experiences so far.

Activity:

Using the school policy documents you have brought along, consider the following:

- How would you go about identifying the curricular and assessment needs of each subject?
- What sorts of time, resources and support do you think will be needed to start?
- What could be put in place for staff to share expertise and good practice within the school?
- How will we know if the approaches are working? What will it look like?

3. How will doing the exercise help you and your school?

This exercise should help you decide how you could use the NSP resources and approaches shared by colleagues to develop the curriculum implementation process in your school. The exercise will help you answer these questions:

- How you can monitor how the LNF is being introduced in your school?
- How will you evaluate progress?

‘Workshop 5: Next steps’ provides some helpful questions and activities to prepare the action plan below.

Annex 3.2: Action after the cluster meeting: preparing to make the most of the partner's visit to your school

What needs to happen?	How?	By when?	By whom?

Annex 3.3: The LNF Progress Map. What is my school's current position in implementing the LNF?

The Progress Map is the starting point for a conversation between the headteacher and the partner. It begins with some basic information about learner attainment and context before providing a structure for discussion of policies, processes, management, and teaching. It will be used first towards the end of Phase 1 and then, having established a point of reference, in Phases 2 and 3.

The contents are based on a range of documents, including those relating directly to the LNF, such as the *Curriculum planning guidance*. The Progress Map also draws on Estyn materials, including guidance on self-evaluation, which will be familiar to schools¹³.

In discussing and agreeing how to complete the Progress Map, headteachers and partners will be asked to decide whether a particular statement is green, amber or red, based on the keys below.

Please note: 'Workshop 5: Next steps' provides useful support materials that could be used to prepare for the Progress Map.

Learners' attainment and context

Red = needs considerable development

Amber = satisfactory but not consistent across the school population

Green = higher standards than expected are being achieved already

Learner outcomes in literacy (English) compare well with national averages and prior attainment.	Red	Amber	Green
Learner outcomes in literacy (Welsh) compare well with national averages and prior attainment.	Red	Amber	Green
Learner outcomes in numeracy compare well with national averages and prior attainment.	Red	Amber	Green
Standards of specific groups of learners compare well with national averages and prior attainment (e.g. boys' literacy standards).	Red	Amber	Green

¹³ Source materials include: *Specification for the NSP* (Welsh Government); *National Literacy and Numeracy Framework* (Welsh Government, 2013); *A self-evaluation manual for primary schools* (Estyn, 2010); *A self-evaluation manual for secondary schools* (Estyn, 2010); *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010); *Literacy in key stage 3* (Estyn, 2012); *Curriculum planning guidance* (Welsh Government, 2013)

Standards of reading compare well with national averages and prior attainment.			
Learners' number skills compare well with national averages and prior attainment.			

School leadership and management

Red = not in place

Amber = work has started but consolidation is needed

Green = in place and monitored regularly

A senior member of staff has been identified who has responsibility for literacy and numeracy.			
The school's professional development programme reflects CPD requirements relating to the implementation of the LNF in respect of teaching staff and teaching assistants. The programme ensures all teachers and other practitioners will develop the necessary expertise for teaching literacy and numeracy.			
Subject coordinators/heads of department know how to audit the school curriculum for literacy and numeracy and ensure that the taught curriculum is suitably challenging.			
Subject coordinators/heads of department have carried out an audit of the school curriculum for literacy and numeracy and the taught curriculum is suitably challenging.			
The school curriculum ensures learners have been taught literacy ¹⁴ and numeracy skills and knowledge before they are needed in other subjects.			
The primary curriculum identifies and delivers the skills learners will need on entry to secondary school.			
The school has developed and implemented consistent, effective teaching methods for numeracy and basic number.			
The standard of teaching in literacy and numeracy is consistently high across the school.			

¹⁴ In English and Welsh as required.



In incorporating the LNF requirements into the school curriculum, provision has been made for learners with ALN as well as more able and talented (MAT) learners.			
The school uses the results of reading and numeracy tests to identify and address priorities for improvement in the school development plan.			
The school's assessment and reporting policy sets out the processes for tracking and monitoring learners' literacy and numeracy skills across the curriculum in different subject areas and through the key stages.			
There is a process for reporting to parents/carers on literacy and numeracy which provides a narrative description of their child's strengths and areas for development (by reference to expectations in the LNF).			
There is a plan in place to ensure that teaching assistants, as well as teaching staff, are systematically and effectively engaged in the implementation of the LNF.			
Planning for implementation of the LNF is a priority in making provision for the effective use of planning, preparation and assessment (PPA) time, INSET days and the resources available through the SEG.			
The school has identified phase/key stage/year groups/ departments that demonstrate good practice in literacy and numeracy.			
The school has identified phase/key stage/year groups/ departments that need targeted support in relation to implementation of the LNF.			
Governors and parents/carers know about the LNF and support the school's implementation strategy.			

Heads of department/subject coordinators

Red = not in place

Amber = planning completed but implementation still to occur

Green = in place and monitored regularly

The LNF is integrated into schemes of work and lesson plans.			
Direct observations focus on teaching techniques and classroom organisation used to teach literacy and numeracy. (For example, a range of teaching strategies to make sure learners gain essential knowledge of number, reading, writing and oracy to acquire and apply the full range of skill levels and capabilities, and; the effectiveness of whole-class, groupwork and one-to-one teaching.)			

Teachers and other practitioners

Red = not in place

Amber = some work has taken place but it is not fully embedded

Green = in place and consistent across the school

The LNF is integrated into lesson plans.			
Teachers and other practitioners use a range of teaching strategies to teach and apply number, reading, writing and oracy to the full range of skill levels and abilities.			
Teachers and other practitioners have the expertise to teach appropriate activities/tasks so that the skills and knowledge of literacy and numeracy can be assessed alongside the content within each subject area.			
Teachers and other practitioners are able to interpret the results of assessments and use them to write individual learning plans.			
In primary schools, teachers and other practitioners understand that the reading and numeracy tests will be based on the LNF and know how to prepare their learners.			

Annex 3.4: Preparing for Phase 2: action plan

Part 1: Desired improvements

Summary of analysis of current learner performance in literacy	Key improvements to be achieved over the next two years	How the improvements will be measured	Staff responsible	Completed by (target date)

Summary of analysis of current learner performance in numeracy	Key improvements to be achieved over the next two years	How the improvements will be measured	Staff responsible	Completed by (target date)

Part 2: Developments required

Aspect of the school's work	Development required	Methods	Staff responsible	Completed by (target date)
Teaching				
Assessment				
Curriculum organisation				
Management practice				

Annex 4: Suggestions for activities and templates for use by schools

Schools will be at different points of development in actioning the LNF. The documents included in this annex offer suggested activities and proformas for schools' use during Phase 1 of the NSP.

Contents

Annex 4.1: Becoming familiar with the LNF

These materials can be used to start the process of familiarising staff and governors with the structure, organisation and contents of the LNF.

4.1.1 Implementing the LNF (suggested PowerPoint and delivery notes)

4.1.2 Reviewing the LNF with staff: suggestions for self-assessing current knowledge and understanding, to decide on action

4.1.3 Suggested activities for reviewing current schemes of work with staff

Annex 4.2: Preparing for Phase 2

Schools making fast progress towards effective implementation of the LNF are encouraged to move forward independently; this annex offers some suggestions for this.

Meeting templates and examples can be adapted for use at Key Stage 3 by inserting relevant year groups and assessment types.

4.2.1 Meeting template for governors: explaining the school's position in relation to LNF implementation and ensuring their involvement

4.2.2 Meeting template: curriculum evaluation: literacy across the curriculum, Reception to Year 6 (teachers and other practitioners)

4.2.3 Example: Meeting template: curriculum evaluation and data analysis Year 6 (teachers and other practitioners)

4.2.4 Example: Meeting template: preparation for Phase 2 curriculum audit

4.2.5 Example: Meeting template for schools to prepare for the partner visit

4.2.6 Meeting template: preparation for Phase 2: assessment, recording and reporting (governors)

4.2.7 Meeting template: preparation for Phase 2: assessment, recording and reporting (teachers and other practitioners)

Annex 4.1: Becoming familiar with the LNF

4.1.1 Implementing the LNF (suggested PowerPoint and delivery notes)

Purpose: Know about the structure and organisation of the LNF. Reflect on the school's next steps in moving towards using the LNF as a curriculum planning and assessment tool.

Audience: Headteachers, teachers, other practitioners and governors

Resources: Whiteboard, PowerPoint 'Implementing the National Literacy and Numeracy Framework', copies of the LNF

The slides can easily be adapted to different school situations and audiences and can be used flexibly in both primary and secondary schools.

Slide	Content	Notes
1	Title page	School name/logo etc can be inserted on this slide.
2	Why is the LNF needed?	Background information from Cluster Launch may be added here.
3	PISA 2009: Wales' performance	In PISA 2009, 15-year-olds in Wales did less well than their peers in other parts of the UK. There is no inherent reason why this should be so. Therefore we need to support future cohorts, teachers and other practitioners to help us catch up.
4	What is the purpose of the LNF?	The LNF targets all learners aged 5–14, of all abilities. It focuses on learners' acquisition of, and ability to apply, the literacy and numeracy skills and knowledge across the curriculum.
5	What does it look like?	See Slides 6 and 7. Schools may wish to insert more age-appropriate examples here.

6	Example from numeracy component	<p>This shows the four numeracy strands. Within each strand there are various elements, as shown below:</p> <ol style="list-style-type: none">i. Developing numerical reasoning (3)ii. Using number skills (5)iii. Using measuring skills (4)iv. Using data skills (1). <p>For example, Developing numerical reasoning has three elements (Identify processes and connections; Represent and communicate; Review).</p> <p>The development of skills is arranged as a continuum.</p> <p>Some skill elements will not emerge until a later stage.</p> <p>It needs to be emphasised that Developing numerical reasoning underpins all of the numeracy strands.</p>
7	Example from literacy component	<p>The literacy component is slightly different. There are three literacy strands:</p> <ul style="list-style-type: none">• Oracy across the curriculum;• Reading across the curriculum;• Writing across the curriculum. <p>However, the elements within these strands have been further sub-divided into aspects. The extract on the slide is taken from the Writing across the curriculum strand which comprises two elements:</p> <ul style="list-style-type: none">• Organising ideas and information;• Writing accurately.
8	Who will be responsible for the LNF in our school?	<p>The school may or may not have decided on key persons with responsibility for the LNF. It needs to be stressed that implementing the LNF is everyone's responsibility.</p>

9	Consolidation? Progression?	It also needs to be emphasised that: <ul style="list-style-type: none"> • the skills in the LNF will be applied and developed across the curriculum; • the term progression is used to reflect the increasing complexity of the task and increasing independence of the learner.
10	What do we need to do?	A school curriculum audit is required. NSP materials are available to support this.
11	Further steps?	How can the school use the LNF formatively to assess learners' individual progress and whole-class progress? Can we involve learners more in this process? Staff will discuss these issues.
12	Who? What? When? How? (action plan)	Ways forward could include: <ul style="list-style-type: none"> • working in groups/key stages/curriculum subjects; • whole-school working, concentrating on one element at a time. Headteachers/senior leadership teams may wish to personalise actions here.

The PowerPoint presentation links to the LNF training pack 'Workshop 1: Implementing the National Literacy and Numeracy Framework'. To access the full presentation, visit the National Literacy and Numeracy Framework section of the Learning Wales website at <http://learning.wales.gov.uk/?skip=1&lang=en>

Schools may wish to use the PISA sample questions within Workshop 1 at a further session.




Ysgol _____

Implementing the National Literacy and Numeracy Framework

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Why is the LNF needed?

Wide-ranging evidence from:

- employment-based research
- Estyn inspection reports
- end of key stage teacher assessments
- PISA results
- qualifications

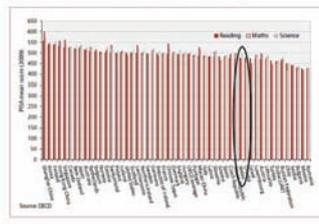
shows that Wales needs to improve its levels of literacy and numeracy across the population.

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PISA 2009: Wales' performance

Figure 1: Performance in reading, mathematics and science by country (2009)



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What is its purpose?

The LNF will help schools:

- plan their curriculum to ensure learners are able to develop the required level of skills and knowledge
- compare learners' performance against the national standards expected for literacy and numeracy.

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What does it look like?

Two components – literacy and numeracy – divided into the following strands:

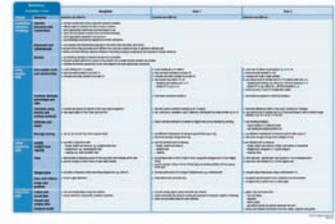
- **Literacy** (three strands):
 - oracy across the curriculum
 - reading across the curriculum
 - writing across the curriculum
- **Numeracy** (four strands):
 - developing numerical reasoning
 - using number skills
 - using measuring skills
 - using data skills

Both the literacy and numeracy strands are further divided into **elements**.
The literacy elements are further sub-divided into **aspects** for ease of use.

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Example from numeracy component



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Example from literacy component

Learning Objective	Year 1	Year 2	Year 3	Year 4
Identify and describe the main message or theme of a text.	Identify the main message or theme of a text.	Describe the main message or theme of a text.	Identify and describe the main message or theme of a text.	Identify and describe the main message or theme of a text.
Identify and describe the main characters in a text.	Identify the main characters in a text.	Describe the main characters in a text.	Identify and describe the main characters in a text.	Identify and describe the main characters in a text.
Identify and describe the main events in a text.	Identify the main events in a text.	Describe the main events in a text.	Identify and describe the main events in a text.	Identify and describe the main events in a text.

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Who will be responsible for the LNF in our school?

- Designated LNF teacher?
- Designated LNF governor?

All members of teaching staff have responsibility for implementing the LNF.

As a school we need to ensure opportunities for learners to **consolidate and progress** literacy and numeracy skills and knowledge across the **whole curriculum**.

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Consolidation?

Consolidation means practising a skill in a variety of contexts, showing increasing capability of applying the skill to more unfamiliar situations and requiring less support and direction.

Progression?

Progression means increasing the **breadth and depth** of learning at each stage of development as well as providing greater **challenge** for learners.

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What do we need to do?

In our curriculum plans we need to identify:

- when and how skills and knowledge are introduced
- when and how skills and knowledge are consolidated
- when and how skills and knowledge are developed further
- strengths and areas for improvement.

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Further steps?

Can we make more effective use of the LNF to:

- support learners' progress and 'next steps' target setting?
- inform discussions with learners, parents/carers?

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Who? What? When? How?

Our Action Plan

- What are the next steps for our school?
- Does anyone have examples or suggestions?

Depending on the task, possible ways forward could include:

- working in groups – key stages/curriculum subjects, etc.
- a whole-school approach – working at one element of one strand at a time.

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4.1.2 Reviewing the LNF with staff: suggestions for self-assessing current knowledge and understanding, to decide on action

Purpose: To enable staff to:

- consider where they are in relation to the following statements;
- decide on next steps for action.

Audience: Headteachers, teachers, other practitioners (primary and secondary)

Resources: Copies of the LNF

Which of these statements applies to you and your school?

1	Teachers and other practitioners are becoming familiar with the aims and purposes of the LNF.
2	Teachers and other practitioners are aware of the content, expectations and lines of progression of the LNF.
3	Whole-school schemes of work have been reviewed and explicit links to the LNF have been made.
4	Teachers and other practitioners are confident in their knowledge of the literacy and numeracy demands of each subject (for primary) or their own subject (secondary).
5	Teachers plan for literacy and numeracy skills across the whole curriculum.
6	Individual learner tracking is embedded and is being used effectively to ensure further progression.
7	Subject leaders support LNF teaching and learning across the school through a range of strategies (observation of teaching, scrutiny of learners' work, moderation, modelling, etc).
8	Teachers plan for consolidation and progression of literacy and numeracy skills.
9	Schemes of work fully meet the expectations of the LNF, with medium- and long-term plans that show how skills will be progressed across a year group.

10	Formative and summative assessments of the LNF skills are used effectively to raise attainment.
11	Teachers and other practitioners plan for ways of making learners aware of how to develop their own work by providing feedback focused on standards.
12	Teachers and other practitioners are engaged in evaluating the impact of whole-school approaches through regular data analysis, observation of teaching and scrutiny of learners' work.

Please note: This self-review activity is derived from objectives for all teachers on page 26 of the *Curriculum planning guidance* (Welsh Government, 2013). The document also contains detailed objectives for headteachers and subject leads. These could be used as a basis for self-review within senior leadership teams and departments.*

* Please refer to the Welsh Government guidance and support materials – see Annex 5.

4.1.3 Suggested activities for reviewing current schemes of work with staff

Purpose: To support teachers and other practitioners to:

- become familiar with lines of progression by focusing initially on one element, drawing out all the expectation statements from Reception through to Year 9, including the extension materials;
- consider how teaching plans, subject planning and schemes of work will need to be adapted.

Schools may decide to adapt schemes of work before they join NSP rather than wait until the next academic year.

Becoming familiar with the LNF and understanding its implications for teaching and assessing are part of Phase 1. Many schools will have begun this task and have approaches to both exploring the expectation statements and considering how to approach reviewing current schemes of work well under way. This suggested activity starts with Year 9 age-related statements, as all teachers and other practitioners need to be aware of how their work contributes to successful age-related outcomes at the end of Key Stage 3. Relevant LNF expectation statements provide the focus for exploring progression.

Audience: Headteachers, teachers, other practitioners

Resources:

- An enlarged copy of the oracy element ‘Developing and presenting information and ideas’, from Reception to Year 9 and the extension statements, suitable for group discussion;
- copies of the LNF;
- the handout ‘Organising ideas and information: an example of analysis of the element at Year 9’ (see page 12).

Please note: This activity could be used to link ‘Workshop 2: Curriculum mapping’ and ‘Workshop 3: Curriculum planning for progression’ in the LNF training pack.

Content	Notes
<p>Activity 1: Beginning to map progression 20–30 minutes</p>	<p>Elicit participants’ ideas of the sort of literacy/numeracy skills, attitudes and behaviours Year 9 learners need in order to function comfortably within the ‘Organising ideas and information’ element at Year 9.</p> <p>Secondary: Work back through each group of elements doing the same, locating the links to the previous year’s skills and discussing how the elements imply a progression of skills and reflect the increasing complexity of the task and increasing independence of the learner.</p> <p>Primary: Begin with the Reception age-related elements and work upwards through the Foundation Phase and Key Stage 2, locating the links to the following year’s skills and discussing how the elements:</p> <ul style="list-style-type: none"> • imply a progression and refinement of skills; • reflect the increasing complexity of the task and increasing independence of the learner.
<p>Activity 2: Reflecting on progression and how it is exemplified in the LNF 15–20 minutes</p>	<p>Ask participants to reflect on what they notice about the progression. Did the same skills appear in the elements at different complexities and levels of outcome? How is increasing independence represented? How is the challenge in application of skills increasing? You could also show the PISA 2009 comparison graph – to demonstrate that learners in Wales need to be attaining higher standards.</p>
<p>Extension:</p>	<p>This activity could be repeated with different strands of the LNF, to provide a means of becoming familiar with the various strands of the LNF.</p>

Handout: Organising ideas and information: an example of analysis of the element at Year 9

An example of analysis of the element at Year 9:

The learner needs to be able to write in a variety of text types. This implies fluent use of appropriate structures of language (grammar for the text type) and subject-specific vocabulary. The learner will need skills and knowledge to analyse both fiction and non-fiction texts. The learner will also need to have good oral language skills: he/she needs to be able to think and talk about the structures in order to be able to write them.

The learner needs to be able to write at length, implying writing stamina (the ability to read with focus and purpose over long stretches of text) and experience at writing across a range of different subject matter. Reading comprehension at a high level (use of inference) is needed in order to draw on the learner's knowledge and experience of writing for a variety of purposes. This implies that the learner is an experienced reader across a range of genres and subject-specific materials. The learner also needs to be motivated to continue, think about his/her own work, have a way of reviewing his/her own work in reference to the writing purpose, and be engaged in the purposes of describing, explaining or persuading.

Please note: This not an exhaustive list. Participants will come up with more examples as they analyse the implications of the elements and develop awareness and understanding of the progressions with them.

Questions to consider

How do the skills and knowledge needed to function within the Year 9 elements relate to earlier skills and to skills needed for examinations at age 16 and 18?

Annex 4.2: Preparing for Phase 2

Please note: The templates and examples that follow link to ‘Workshop 4: Tracking, monitoring and recording progress’ in the LNF training pack.

4.2.1 Meeting template for governors: explaining the school’s position in relation to LNF implementation and ensuring their involvement

Purpose: To present the school’s curriculum evaluation in relation to the LNF

Audience: Governors

Resources: Template, action plan

Activity: Where are we now?
Presentation by school leaders following the NSP partner visit

Who leads?	Who will be present?	Where will it be?	When?
Relevant key leader	Governors	School	Specific meeting as soon as possible after partner visit to school

Objectives/purpose of the meeting

- To present school governors with an action plan of where the school is in relation to the LNF statutory requirements.
- To ensure they understand the implications in order to monitor and challenge outcomes.

Pre-meeting preparation

Ensure each governor has a summary of the LNF, an example of its format and a copy of the action plan.

Agenda

Welcome

Reminder of LNF principles and timelines.
Reminder of NSP timelines and partner role.

Outline Phase 1 process:

- a) Initial audit
- b) Subject analysis
- c) Whole-school analysis

Explain how the school conducted the audit.

Explanation of the overall judgements (e.g. green, amber, red)/LNF self-evaluation process and the role of the partner in the process.

Evaluate governors' present involvement.

a) Standards/data

How is learner performance data presented to governors?

Are the governors aware of how the school's performance and results match LNF requirements?

b) Roles and responsibilities

Who is the named governor with responsibility for LNF?

c) Challenge

To what extent do the governors challenge the school on learner outcomes in literacy and numeracy?

d) Prioritising improvement

Are the LNF priorities included in the school development plan?

Is funding appropriately allocated to meet priorities?

e) Performance management

What systems are in place to set challenging targets for teachers and other practitioners in relation to the LNF?

To what extent are governors aware of the impact on teaching, learning and learner outcomes in literacy and numeracy?

What performance management arrangements are in place for teaching assistants?

f) Checking progress

Who is responsible for ensuring LNF targets are met?

Are there clear and specific success criteria to measure progress?

How do governors check literacy and numeracy progress – how regularly and how rigorously?

Decide on next steps for governors' involvement and action.

Date of next meeting.

4.2.2 Meeting template: curriculum evaluation: literacy across the curriculum, Reception to Year 6 (teachers and other practitioners)

Purpose: Curriculum evaluation: literacy across the curriculum, Reception to Year 6

Audience: Teachers and other practitioners

Resources: Template

Activity: Where are we now?

What is the starting point?	Who leads?	Who will be involved?
Literacy across the curriculum Scrutiny of samples of learners' work Reception – Year 6	Headteacher	Teachers and other practitioners

Expected progress criteria:

Red = below **Amber** = in line **Green** = above average

Revisit main messages of the LNF			
Ensure staff have a copy of the LNF and are familiar with its content, format and requirements. LNF adds to and strengthens the school's present practice. Literacy and numeracy will be taught across the curriculum.			

Scrutinise samples of literacy work across the curriculum: Reception – Year 6 a) Standards			
Are standards appropriate for the year group in question? Are standards appropriate for different levels of ability (including MAT)? Do learners write across the curriculum to the same standards they achieve in English lessons? Do learners write across the curriculum to the same standards they achieve in Welsh lessons? Grade work and prioritise strengths and areas for development			

b) Progress

Do books show appropriate progress?
Do all groups of learners make the expected progress?
Are learners making appropriate progress in using skills given their level of ability?
Is there clear evidence of effective differentiation?

Grade work and prioritise strengths and areas for development

Literacy skills across the curriculum

Are learners able to use literacy skills effectively across all curricular areas?
Do literacy skills show progression?
Are literacy skills in line with standards achieved in English?
Are literacy skills in line with standards achieved in Welsh?
Do Welsh second language skills show progression?
Do learners write across a range of genres for different purposes and audiences?
Do learners plan, draft and redraft their work effectively?
Is spelling and punctuation age-appropriate?
Is handwriting and presentation clear?

Grade work and prioritise strengths and areas for development

Moderation: Agree match to LNF expectation statements of a sample of Year 2, Year 4 and Year 6 learners' work

Initial focus on transitions from one phase to another:

- Year 2 to Year 3
- Year 6 to Year 7

Foundation Phase and Key Stage 2 staff move to agreeing moderation of work across all year groups.

Decide on levels in relation to the LNF and next steps.

Engage in a dialogue with learners on expectation statement-specific targets.

Quality of teaching: joint observations in all classes by headteacher and literacy coordinator			
a) Quality of teaching methods and their impact on learning			
<p>Do staff have good up-to-date subject knowledge? Do staff have high expectations and challenge all learners to achieve highly? Does the lesson have appropriate pace at all times? Do staff manage learners' behaviour well?</p> <p>Grade work and prioritise strengths and areas for development</p>			
b) Planning			
<p>Are learning activities building successfully on what learners know? Are learning activities purposeful, avoiding low-level tasks? Do staff use learning support staff effectively? Do staff plan effectively and have clear objectives for the learning experiences? Is learners' work differentiated appropriately according to needs/ability etc? Are there appropriate opportunities for learners' skills development in English and Welsh?</p> <p>Grade work and prioritise strengths and areas for development</p>			
c) Methodology			
<p>Do staff use a range of teaching methods which interest learners? Do staff use skilful questioning to promote learners' understanding?</p> <p>Grade work and prioritise strengths and areas for development</p>			
d) Differentiation			
<p>Is there clear evidence of differentiation? Are tasks/objectives sufficient to ensure learners of all abilities make at least good progress? Do staff intervene at appropriate times and provide effective support to all groups of learners? Does the work engage learners of all abilities?</p> <p>Grade work and prioritise strengths and areas for development</p>			

Action			
Share specific targets with the learners Target expectation statement-specific progress of groups of learners e.g. Year 5/6 Oracy, presenting information Moderate outputs and match to the LNF Measure progress			
Report to governor nominated to take specific interest in literacy			
School development plan LNF priorities			
What are our specific LNF priorities? What actions will we take? Who will be responsible? How long will it take? What will be the expectation statement-specific outcomes?			
Impact of school development plan priorities			

4.2.3 Example: Meeting template: curriculum evaluation and data analysis, Year 6 (teachers and other practitioners)

Purpose: Curriculum evaluation and data analysis, Year 6

Audience: Teachers and other practitioners

Resources: Template

Activity: Where are we now?

What is the starting point?	Who leads?	Who will be involved?
Data analysis: Year 6	Headteacher	Teachers and other practitioners

Expected progress criteria:

Green = above average **Amber** = in line **Red** = below

Data analysis 2013		Green	Amber	Red ✓
Strengths	e.g. girls are achieving well in comparison with national data			
Areas for development	e.g. boys underachieving Level 4 reading			
Immediate action		Green	Amber ✓	Red
Monitor accuracy of school ALN register and adapt				
Match data analysis findings to intervention strategies				
Intervention/support and challenge		Green	Amber ✓	Red
Appoint teaching assistant to target/support boys' reading and ensure appropriate reading material				
Deploy all teaching assistants to focus specifically <i>e.g. Level 5 reading, Level 4/5 writing, ALN, underachievers</i>				
Target more able and talented learners <i>e.g. IEPs for individual sessions weekly</i>				

Staffing: realign staff responsibilities to match priorities		✓	✓	
ALNCo (Additional Learning Needs Coordinator) TENCo (Targeted Educational Needs Coordinator) MAT (More Able and Talented) Coordinator				
Planning		✓	✓	
Daily guided reading sessions in each class <i>e.g. specific emphasis on appropriate reading material</i> Specific focus <i>e.g. extended writing across the curriculum</i>				
In-house training and development		✓	✓	
Guided reading	Visit out to see good classroom practice			
Appropriate reading material	Book fair			
Extended writing across the curriculum	Literacy coordinator workshop to create school framework and portfolio			
Areas for development	<i>e.g. boys underachieving Level 4 reading</i>			
Extra-curricular provision		✓	✓	
Clubs offered focusing on experiences to enhance boys' interests: <i>e.g. reading, gardening, animation, films, photography, podcasts, Chess Club, newspaper etc</i>				
Partnerships		✓	✓	
Parents/carers <i>e.g. 'Information Booklets' on how to help develop reading and writing at home</i>				
Partnerships with high schools <i>e.g. writing projects, using staff expertise in literacy</i>				

Monitoring strategies			
What	How	Who	When
Impact of interventions	Sampling work and talking to learners	All*	Weekly
	Reviews: track progress/adapt support strategy		Half-termly
Analyse progress of Level 4/Level 5	Data and standardised scores	L Co*	Half-termly
Outline specific next steps	Short meetings re significant dips and developments	All	Daily
Teacher planning	Gather planning booklets/files and discuss	Head	Monthly
Work scrutiny	Sampling (2 books from each class)	L Co	Weekly
Learning walks and feedback	Focus: specific priority e.g. literacy across curriculum	Head	Weekly

Key: All* = Jointly: Coordinators, teachers, other practitioners
L Co* = Literacy coordinator

Impact												
Three-year trend: Standards in boys' reading												
Year 6 Boys	2011			✓	2012		✓		2013	✓		
No. in cohort	15			12			16					
% Level 4	68%			75%			98%					
% Level 5	5%			10%			55%					
Year 4 Boys	2011			✓	2012		✓		2013	✓		
No. in cohort	13			15			20					
% Level 3	25%			58%			78%					
% Level 4	3%			3%			15%					
Year 2 Boys	2011			✓	2012		✓		2013	✓		
No. in cohort	14			14			17					
% Level 2	100%			98%			100%					
% Level 3	18%			35%			50%					

Conclusions

Next steps

4.2.4 Example: Meeting template: preparation for Phase 2 curriculum audit (primary and secondary)

Purpose: Preparation for Phase 2 curriculum audit

Audience: Teachers and other practitioners

Resources: Template

Activity: Where are we now?

Who leads?	Who will be present?	Where will it be?	When?
Headteacher NSP partner	Teachers Other practitioners	School	After school: 3.45–5.00 As soon as possible after cluster meeting

Objectives/purpose of the meeting

To enable all teachers and other practitioners to:

- plan for the development of literacy and numeracy skills;
- embed the LNF in lesson plans and schemes of work;
- ensure literacy and numeracy skills are covered at the right time;
- develop appropriate pedagogy;
- assess literacy and numeracy skills alongside subject-specific skills;
- know standards required of learners entering secondary school;
- challenge more able and talented learners to achieve higher national curriculum levels or GCSE grades.

Pre-meeting preparation

Ensure each member of staff has a copy of the LNF and is familiar with its format and content.

Agenda

Welcome

Introduce NSP partner

Reminder of LNF principles and timelines

Reminder of NSP timelines and partner role

Outline Phase 1 process

- a) Initial audit
- b) Subject analysis
- c) Whole-school analysis

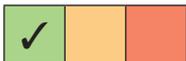
Introduce a small selection of relevant exemplars to school context e.g. phase, language, size

Celebrate (record on a flip chart) what the school has done already – the benefits

Discuss the gaps (record on a flip chart)

Discuss school's judgements about curriculum evaluation and impact of LNF (NSP partner)

Green = above average **Amber = in line** **Red = below**



Next steps

Date of next meeting

4.2.5 Example: Meeting template for schools to prepare for the partner visit

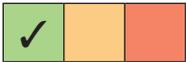
You may wish to ask your partner to lead some school-based meetings with staff, possibly in conjunction with staff from other schools in your cluster.

Purpose: Pre-meeting to prepare for partner meeting with school staff to discuss school's judgements relating to assessment, recording and reporting (ARR)

Audience: Headteacher, teachers and other practitioners

Resources: Template

Session outline		
Time	Details of content	Learning aids
5 mins	Welcome (Headteacher) Introduce NSP partner Refer to background experience	
15 mins	Explain background (NSP partner) <ul style="list-style-type: none"> • Reminder of LNF principles and timelines • Reminder of NSP timelines • Outline Phase 1 process of curriculum evaluation State objective/purpose of the meeting Explain role of the partner Invite questions during/after session or place notes on poster Outline content and structure State finish time: 85 minutes	PowerPoint
15 mins	Introduce a selection of relevant exemplars to school context e.g. phase, language, size Invite discussion on usefulness, strengths and areas for improvement	Visualiser
5 mins	Celebrate what the school has done already – the benefits (Record on flip chart)	Flip chart/ markers

10 mins	<p>Discuss school's judgements relating to ARR and impact of LNF</p> <p>Green = above average</p> <p>Amber = in line</p> <p>Red = below</p> 	Handout
5 mins	Discuss the gaps (Record on flip chart)	
10 mins	Next steps	Flip chart/ markers
5 mins	Date and purpose of next meeting (Headteacher to lead)	
10 mins	Questions and answers (NSP partner)	Posters and sticky notes
5 mins	<p>End on a high and positive note</p> <p>Celebrate school's strengths in relation to the LNF</p> <p>Confirm school's next steps (what, who, when, how)</p> <p>Thank participants</p>	

Please note: Preparation for the partner visit links to 'Workshop 5: Next steps' in the LNF training pack.

4.2.6 Meeting template: preparation for Phase 2: assessment, recording and reporting (governors)

Governors will need to ensure that assessment and reporting arrangements adhere to Welsh Government guidelines. The governing body will also need to be aware of school assessment procedures as part of their role in raising standards at the school.

This meeting template suggests topics that would form a basis for discussions on assessment, recording and reporting.

Purpose: Preparation for Phase 2: assessment, recording and reporting (ARR)

Audience: Governors

Resources: Template

Activity: Where are we now?

Who leads?	Who will be present?	Where will it be?	When?
Headteacher	Governors	School	Specific meeting As soon as possible after cluster meeting

Objectives/purpose of the meeting

To help school governors to:

- plan for implementation of the LNF;
- implement whole-school assessment and reporting;
- develop reporting to parents/carers on literacy and numeracy;
- use results of the reading and numeracy tests to plan improvement.

Pre-meeting preparation

Ensure each governor has a summary of the LNF and an example of its format and content.

Agenda

Welcome

Reminder of LNF principles and timelines

Reminder of NSP timelines and partner role

Revisit Phase 1 process: curriculum analysis

Introduce a small selection of relevant exemplars to school context e.g. phase, language, size

Explain how school intends to conduct the audit

Explanation of overall judgements (green, amber, red) of LNF assessment, recording and reporting

Discuss and evaluate governors' present involvement in relation to LNF assessment, recording and reporting

a) Standards/data

- Do governors receive an analysis of the school's data?
- Do they have a meaningful understanding of the school's performance and results?
- Do they rigorously and regularly challenge underachievement?

b) Policies and procedures

- Have the assessment, recording and reporting policies been updated to reflect the LNF?

c) Recording/tracking/use of assessment/differentiation

- Do staff track learners' progress effectively?
- Do learners of all abilities make at least good progress?

d) Standards-specific targets

- Do learners know what they have achieved and what they need to do next to improve?
- Do staff work with learners to set appropriate standards-specific individual targets?
- Do staff regularly monitor and update these targets?

e) Moderation

- Do staff moderate learners' work rigorously in school?
- Do they moderate learners' work rigorously across the cluster?
- Are a range of staff involved in these activities – not just Year 2 or Year 6 teachers?

f) Reporting

- Do staff provide good quality reports for parents/carers that meet statutory requirements?
- Are parents/carers made aware of their child's progress?
- Are parents/carers made aware of their child's standards-specific targets?
- Are parents/carers involved in working with the school to ensure their child's progress?

g) Roles and responsibilities

- To what extent is the named governor aware of the LNF assessment, reporting and recording process?

h) Challenge

- Does the governing body function as a critical friend?
- Is there real challenge?
- Do governors check on literacy and numeracy progress rigorously and regularly?
- What progress and impact in literacy and numeracy can they cite?

i) Prioritising improvement

- Do they know what the school's current priorities for LNF assessment, recording and reporting are?
- Are there timescales?
- Is funding appropriately allocated to meet priorities?

j) Performance management

- What impact does the process have on literacy and numeracy standards, learning and teaching?

k) Checking progress

- Who is responsible for ensuring LNF targets for assessment, recording and reporting are met? Are there clear expectation statement-specific success criteria to measure progress?

Next steps

Date of next meeting

4.2.7 Meeting template: preparation for Phase 2: assessment, recording and reporting (teachers and other practitioners)

Purpose: Preparation for Phase 2: assessment, recording and reporting (ARR)

Audience: Teachers and other practitioners

Resources: Template

Activity: Where are we now?

Who leads?	Who will be present?	Where will it be?	When?
Headteacher NSP partner	Teachers Other practitioners	School	After school: 3.45–5.00 As soon as possible after cluster meeting

Objectives/purpose of the meeting

To enable all teachers and other practitioners to:

- have policies and processes to track learners' skills across the curriculum;
- know standards required of learners entering secondary school;
- challenge more able and talented learners to achieve higher national curriculum levels/GCSE grades;
- interpret the results of assessments: translate them into Individual Education Plans (IEPs);
- prepare for reading and numeracy tests;
- explain results of tests to parents/carers.

Pre-meeting preparation

Ensure each member of staff has a copy of the LNF and is familiar with its format and content.

Agenda

Welcome

Introduce NSP partner

Reminder of LNF principles and timelines

Reminder of NSP timelines and partner role

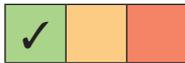
Outline Phase 1 process of curriculum evaluation

Share objectives/purpose

Introduce a small selection of relevant exemplars to school context
e.g. phase, language, size

Celebrate (and record on a flip chart) what the school has done already
and the benefits

Green = above average **Amber = in line** **Red = below**



Discuss the gaps (record on a flip chart)

Next steps

Date of next meeting

Annex 5: An overview of guidance and support provided by the Welsh Government and Estyn

This annex provides schools with an overview of support and guidance provided by the Welsh Government. The materials have been designed to support schools as they review current provision and plan for implementation of the LNF.

Links to specific aspects of Phase 1 and suggested activities have been identified throughout the document.

Source	<i>Curriculum planning guidance</i> (Welsh Government, 2013)
Available at	This document is available in English: http://learning.wales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidanceen.pdf and Welsh: http://learning.wales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidancecy.pdf
Purpose	This document provides a starting point for addressing the requirements of the LNF. It has clear objectives for headteachers, subject leaders, teachers and other practitioners; these can be used to form review and action planning discussions. The document also contains case studies of effective practice followed by schools as they review, audit and plan for full implementation of the LNF.
Link to NSP guide for schools	The materials in Annex 4 draw on the <i>Curriculum planning guidance</i> to provide a school self-review continuum in Annex 4.1.2. The curriculum implementation exercise at the cluster launch event is based on page 11 of the document, using it to support school review and evaluation processes.

Source	Signposts to best practice (Estyn website)
Available at	This information is available in English: www.estyn.gov.uk/english/best-practice and Welsh: www.estyn.gov.uk/cymraeg/arfer-orau
Purpose	Case studies of 'sector-leading' practice can be used as the basis of staff discussion following self-review and action planning. Many of the case studies provide detailed descriptions of how schools have raised standards in literacy and numeracy and taken innovative ways of developing cross-curricular approaches. They provide evidence of what works.
Link to NSP guide for schools	The examples of best practice can be used to extend and enhance suggested session plans in Annex 4. Objectives for school leaders, teachers and other practitioners underpin the suggestions for self-review in Annex 4.

Source	Twelve ways to use HMCI's Annual Report to support planning for improvement (Estyn website)
Available at	www.estyn.gov.uk/english/news/newsletters/twelve-ways-to-use-hmcis-annual-report-to-support-planning-for-improvement Available in English and Welsh at this address.
Purpose	The materials in this section of the Estyn website provide some practical suggestions for using the Annual Report to support planning for improvement. There are also PowerPoints to be used as the basis for staff discussion.
Link to NSP guide for schools	NSP Phase 2 will develop school-based approaches to raising standards.

Source	<i>Improving numeracy in key stage 2 and key stage 3</i> (Estyn, 2010)
Available at	www.estyn.gov.uk/english/docViewer/1501.5/improving-numeracy-in-key-stage-2-and-key-stage-3-april-2010/?navmap=30,163 Available in English and Welsh at this address.
Purpose	In addition to recommendations and suggestions for schools, case studies of best practice can be used to supplement the materials in this guide.
Link to NSP guide for schools	Section 1 describes the impact of evidence from Estyn in shaping the design and direction of the LNF and NSP.

Source	<i>Literacy in key stage 3</i> (Estyn, 2012)
Available at	www.estyn.gov.uk/english/docViewer/248976/literacy-in-key-stage-3-june-2012/?navmap=30,163 Available in English and Welsh at this address.
Purpose	This report looks at how some secondary schools introduced cross-curricular work in literacy. Recommendations and suggestions for schools focus on raising standards in literacy. Case studies of best practice are included.
Link to NSP guide for schools	Section 1 describes the impact of evidence from Estyn in shaping the design and direction of the LNF and NSP. Annex 4 supports schools to self-review progress towards implementation of cross-curricular work.

Source	LNF training pack, Learning Wales website (five workshops)
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	The collection of PowerPoint materials, delivery guidance and activities supports teachers and other practitioners to become familiar with and to implement the LNF.
Link to NSP guide for schools	The materials in Annex 4 are derived from the LNF training pack, providing greater detail in some instances and suggestions for whole-staff activities in others.

Source	Workshop 1: Implementing the National Literacy and Numeracy Framework (LNF)
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	To help participants to: <ul style="list-style-type: none"> • understand the context for the LNF; • think about what ‘literacy’ and ‘numeracy’ mean; • begin to understand the structure of the LNF and progression through it; • recognise the requirements of, and the opportunities involved in, implementing the LNF; • begin to reflect on their own and the school’s next steps to move towards using the LNF as a starting point for curriculum planning.
Link to NSP guide for schools	Section 1 provides greater details on PISA design and links to the LNF. Annex 4.1, ‘Becoming familiar with the LNF’ provides key materials for a workshop that can be personalised and adapted for range of audiences. A comparative graph of Wales’ performance in PISA has been included. Annex 4.1.2, ‘Reviewing the LNF with staff’ enables them to assess their level of knowledge and understanding and to decide on action.

Source	Workshop 2: Curriculum mapping
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	To help participants to: <ul style="list-style-type: none">• describe the importance of literacy and numeracy skills;• develop ideas as to how literacy and numeracy are linked;• better understand the structure of the LNF;• review how literacy and numeracy skills can be mapped across the curriculum starting with the LNF;• better understand numerical reasoning;• reflect on how to improve the teaching of literacy and numeracy.
Link to NSP guide for schools	Annex 4.1.3 suggests further activities for reviewing current schemes of work with staff and could be used to link 'Workshop 2: Curriculum mapping' and 'Workshop 3: Curriculum planning for progression'.

Source	Workshop 3: Curriculum planning for progression
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	To help participants to develop a shared understanding of: <ul style="list-style-type: none"> • the meaning of ‘progression’ and ‘consolidation’ in skills development; • how progression is demonstrated in the LNF; • the terminology used, and expectations of subjects and year groups; • the need for a common vocabulary to describe ‘learning’ used with, and by, learners.
Link to NSP guide for schools	Annex 4.1.3 provides a suggested approach for exploring progression across expectation statements, element by element. It develops the workshop activities to include clips exemplifying progress and a worked example of using the expectation statements to support an understanding of progression.

Source	Workshop 4: Tracking, monitoring and recording progress
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	To help participants to develop a shared understanding of: <ul style="list-style-type: none">• how the LNF will be used as an assessment tool;• classroom assessment against the LNF in order to develop 'next steps';• what 'consolidation' of skills looks like and how it can be achieved;• the tracking of learners' progress against the LNF and the tracking systems that could be used;• how the LNF could be used for annual reporting;• what a report should cover.
Link to NSP guide for schools	Annexes 4.2.1–4.2.6 provide examples of how schools might convene meetings to evaluate the curriculum and assessment, recording and reporting arrangements (ARR). Examples of formative assessment are presented in Section 1.

Source	Workshop 5: Next steps
Available at	This document is available in English: http://learning.wales.gov.uk/resources/nlnf/?lang=en and Welsh: http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=cy
Purpose	To help participants to: <ul style="list-style-type: none"> • consolidate and build on their thinking on the issues discussed in previous workshops; • further consider mechanisms to embed the LNF across the school; • understand how the LNF fits with Estyn's Common Inspection Framework (CIF); • use self-evaluation tools for whole-school implementation of the LNF.
Link to NSP guide for schools	The curriculum implementation exercise (Annex 3.1) provides an opportunity for headteachers to plan for how they will monitor and evaluate progress towards the LNF. Annex 3.3 is derived from the Estyn CIF. It is used as the basis for the school visit by the NSP partner.

Source	PISA Workshops for schools, Learning Wales website
Available at	These materials are available in English: http://learning.wales.gov.uk/learningpacks/pisa/?lang=en and Welsh: http://learning.wales.gov.uk/learningpacks/pisa/?skip=1&lang=cy
Purpose	The workshops explore the PISA findings, provide activities to explore the demands of the questions and the use of metacognition to promote active learning, and develop discussion on how PISA questions could be used on a cross-curricular basis as classroom activities.
Link to NSP guide for schools	Section 1 provides background to the PISA tests and an overview of Wales' performance in 2009. It provides greater detail about the links between PISA and the design of the LNF. The workshops provide session guidance for teachers and other practitioners to explore PISA questions and to discuss topics described in Section 1.



Glossary



Glossary

Achievement – how well learners are doing in relation to their ability and the progress they make taking prior attainment into account.

Age-related expectations – level of attainment linked to chronological age.

ALN – additional learning needs; term covers a range of needs that impact learning, including learners who:

- have special educational needs (SEN), as defined within the *SEN Code of Practice for Wales* (Welsh Assembly Government, 2002);
- are disabled, as defined within the Disability Discrimination Act 1995;
- have medical needs;
- have emotional, social and/or behavioural difficulties;
- are learning English as an additional language.

Attainment – how well learners are doing as measured in tests, qualifications or credits gained.

Bilingualism – ability to speak, read and write in two languages. In Wales, bilingualism relates to English and Welsh.

Clusters – groups of schools working and supported together on the NSP. Typically, these will be based around one or two secondary schools and their partner primary schools. Linking factors often include locality and language medium (e.g. Welsh-medium schools may be together). NSP clusters are identified by regional consortia.

Consolidation – practising a skill in different contexts.

Cross-curricular approach – method to link skills and concepts across the curriculum, to enable the learner to see connections across subject disciplines.

Embed – make an integral part of the whole approach.

Estyn – Her Majesty's Inspectorate for Education and Training in Wales.

EWAL – learners whose first language is neither English nor Welsh.

Formative assessment – assessment that captures information to improve the quality of teaching and learning.

FSM – Free School Meals.

IEP – Individual Education Plan.

Intervention – particular planned course of action by a professional and/or a specific service with the aim of improving learning.

LAC – Looked after children.

Literacy – the ability to apply skills and knowledge in oracy, reading and writing in daily activities at school, at home, at work and in the community.

Literacy and Numeracy Framework (LNF) – curriculum planning tool that aims to develop cross-curricular approaches to literacy and numeracy skills.

MAT – more able and talented learners.

Narrative report – description of learner attainment and achievement.

National Support Programme (NSP) – programme of support and training for all schools, teachers and other practitioners in Wales to implement the LNF.

Numeracy – the ability to apply mathematical skills, knowledge and understanding in daily activities at school, at home, at work and in the community.

OTNs/OTLs – outstanding teachers of literacy and numeracy who will share and develop good practice in schools.

Oracy – ability to express oneself effectively in spoken language.

Partners – NSP partners will work with schools and clusters of schools. They will work with school leaders as well as classroom teachers and other practitioners. In providing support, they will take account of NSP-specific resources and of resources developed by others that are of high quality and entirely consistent with the implementation of the LNF.

PDG – Pupil Deprivation Grant.

Performance management – review of teachers' and other practitioners' performance to establish and review priorities and objectives for improvement.

PISA – Programme for International Student Assessment.

Progression – increasing breadth and depth of learning at each stage of development, providing greater challenge.

Progress Map for schools – document integrating information to support a school's judgement as to its readiness for implementing the LNF.

Regional consortia – The school improvement and support services of the 22 local authorities are grouped into four regional consortia (see page 33 above for details).

Scheme of work – guidelines for a programme of learning that defines its structure, content and resources.

SEG – School Effectiveness Grant.

SLT – Senior leadership team.

Summative assessment – assessment that summarises the attainment and development of learning at a particular point in time.

System leaders – officers of the four regional consortia who provide schools with monitoring, challenge, intervention and support relating to school improvement.

Teacher assessment – teacher judgement on learner attainment, informed by a range of evidence.

Teaching assistants – this includes: teaching and learning assistants, higher teaching and learning assistants, and learning support assistants.

Tracking – whole-school process for locating and monitoring learner attainment over time.



Rhaglen Gymorth Genedlaethol
National Support Programme

Llythrennedd a Rhifedd
Literacy and Numeracy
