

Case study

Sandycroft School



Llywodraeth Cymru
Welsh Government

Sandycroft is an English-medium primary school less than a mile from the English border and has 350 learners on roll. Sandycroft has a rising number of learners with English as a second language, currently at 20%, 10% of learners from the traveller community and 30% who are eligible for free school meals.

Prior to the statutory introduction of the National Literacy and Numeracy Framework (LNF), the school identified the need for all staff to be involved from the start. The senior management team (SMT) worked with the heads of departments to identify how the LNF would work within each department, and experimented with different ways of tracking and implementation to see what methods worked best. After numerous experimentations with departments across the school, SMT identified a common approach which would be used throughout the school in order to maintain continuity with the LNF from nursery to Year 6.

Andy Liptrot, Headteacher at Sandycroft said:

'Rather than having a designated coordinator to lead on the LNF in the school, we chose to identify the LNF as a core responsibility in the job descriptions for each head of department. This way each department has an individual solely responsible for literacy and numeracy across their teams. Each teacher within a subject plans lessons as a team led by the head of department, which ensures that literacy and numeracy is applied based on what's being taught in lessons.'

Since the introduction of the LNF, literacy and numeracy objectives are now explicit to the children in each lesson so that they know what they are working towards. This is developed as part of the curriculum planning process. As a result, in Key Stage 2, during a geography or history lesson, learners are now aware that, for example, graph work or adjectives will remain a focus, even though it isn't an English or a mathematics lesson. In this way, the topic lesson ties in with the skill being taught in English or mathematics. Each week any skill that is being taught will then be applied in topic lessons throughout the week, demonstrating the close working between departments and subjects.

Importance has been given within the school to the learner being able to see the skill applied to an everyday learning experience, and value of the skills being taught. Applying literacy and numeracy in topic work, was already a high profile objective for the school, as such, implementing the framework was an evolutionary process for the SMT. Now that there are clear and detailed plans in place, SMT want to be more fluid and creative moving forward, and develop the curriculum around the student.

Heads of department track coverage of the LNF through planning meetings held each week, which often follow the lead of the learner within each topic being tracked. In Key Stage 2 they follow pre-planned units of work that already have the LNF planned in but these are altered each time they are taught to

follow children's interests and improvements the staff make each year. Again they track this very carefully and ensure all aspects are covered through the year. SMT will then monitor this via planning and book scrutiny.

When looking at encouraging learners' engagement with the framework, Sandycroft recognises the valuable contribution parental engagement can make to the implementation of the LNF. Andy Liptrot explained that:

'We have aimed to involve parents in the development of the LNF with three parents evenings held through the year, and in the end of year reports which monitors the achievements and progress of each learner with literacy and numeracy skills. Our next step will be to improve the monitoring of learners achievement through the year.'