# Language, Literacy & Numeracy Policy

## Policy & Procedures Framework for Language, Literacy and Numeracy in Youthreach

**1. Policy**

This Youthreach centre, as part of Dublin and Dún Laoghaire ETB, believes that Language, Literacy and Numeracy are the foundation of all learning and should be integrated in all aspects of the programme. We are committed to meeting the Language, Literacy and Numeracy needs of our students and to facilitating them to attain their individual goals. This policy applies to all our students and its effective implementation requires the participation of all staff in the centre.

**2. Procedures**

**2.1 Assessment and certification**

At induction, every student has an initial standardised assessment for Literacy and Numeracy. A language assessment also takes place for students for whom English is an additional language or who have additional needs. The results of initial assessments are used to inform the student’s individual learning and progress plan (ILPP). Language, Literacy and Numeracy are an integral part of the ILPP and students are facilitated to reflect on their progress at regular intervals as part of the ILPP process. There is also formative and summative assessment of students’ Language, Literacy and Numeracy skills. Furthermore, every effort is made to ensure that students achieve certification in Literacy/Communication and Numeracy/Maths at the level on the National Framework of Qualifications which best suits them.

**2.2 Teaching and learning methodologies**

Our centre provides a range of teaching and learning approaches in order to meet the needs of all our students, regardless of their ability or background. A whole centre approach is taken to the promotion of Language, Literacy and Numeracy which includes:

* A subject-specific approach, example, key word vocabulary
* A common approach to particular skills, example, the teaching of spelling
* Cross-curricular initiatives, example, the ‘Have you got Maths Eyes?’ initiative
* BKSB system

Wherever possible, Language, Literacy and Numeracy are integrated in all curriculum initiatives within the centre, example, and the Instrumental Enrichment programme.

**2.3 Teaching and learning environment**

A positive attitude and ethos are promoted within the centre for example, by displaying and celebrating students’ achievements in relation to Language, Literacy and Numeracy, by creating a print-rich environment.

**2.4 Teaching and learning resources**

There is a designated budget to ensure a variety of teaching and learning resources to assist with the integration of Language, Literacy and Numeracy in all subjects.

**2.5 ICT**

The centre is committed to promoting technology enhanced learning. A range of approaches and resources are used to support the development of students’ Language, Literacy and Numeracy skills as well as the development of their digital skills. Such resources include computers, mobile devices (for example, Kindles, iPads), audio books and subtitled programmes.

**2.6 Record keeping**

As mentioned in 2.1, Literacy and Numeracy assessments are an integral part the ILPP process and documentation. The promotion of Language, Literacy and Numeracy is recorded in programme plans for all subjects. There are also records of 1-to-1 meetings with students and student-teacher review meetings where aspects of Language, Literacy and Numeracy are discussed. In addition, Language, Literacy and Numeracy may feature in the individual teaching and learning records kept by teachers (for example, teacher diaries) and in records of staff meetings (see 2.10).

**2.7 Centre lead person/s for language, literacy and numeracy**

This centre has a designated member or members of staff to assist the centre
coordinator with the support and promotion of Language, Literacy and Numeracy across the curriculum.

**2.8 Continuing Professional Development (CPD)**

This centre is committed to providing CPD in Language, Literacy and Numeracy for all staff. This may take the form of specific workshops for the centre Lead Person/s, whole centre training in aspects of Language, Literacy and Numeracy and evaluation of current practice. CPD also includes participation in events and network meetings organised by Head Office such as the Community of Practice for Language, Literacy and Numeracy.

**2.9 Centre planning and evaluation**

This centre has a plan for Language, Literacy and Numeracy which is part of the process for Centre Evaluation and Improvement Planning (CEIP). The plan is underpinned by the Language, Literacy and Numeracy policy and procedures for Youthreach and includes both short-term and long-term goals. The Language, Literacy and Numeracy plan is evaluated in line with the ICE cycle.

**2.10 Staff meetings**

In order to maintain a consistent focus in the centre, Language, Literacy and Numeracy provision is a standing item on the agenda of our staff meetings.