

SPECIALIST EDUCATION SERVICES

Numeracy Policy and Practice

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1 RATIONALE

This document should be read in conjunction with the Curriculum Statement, which outlines specific issues underpinning the curriculum approach at SES, that is underpinned by our 'no limits' vision, and 'Be Curious, Show Love, Build Connections' ethos.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. We provide a holistic framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience known as the PAN My Journey Learning Model; this enables them to re-engage in the learning process. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

Do not worry about your difficulties in numeracy, I assure you that mine are greater.

Albert Einstein (1879-1955)

2 CURRICULUM INTENT

Numeracy is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality numeracy education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of numeracy, and a sense of enjoyment and curiosity about the subject.

All students are exposed to a rich, stimulating and enjoyable mathematical experiences and we work to develop an appreciation of numeracy in today's society. All students will demonstrate a good understanding of mathematical concepts and be able to apply their learning in a range of contexts. They will acquire necessary knowledge and skills to become competent, creative and efficient users of numeracy to enable them to become successful in their lives. All students will be able to use language of numeracy to develop their knowledge and they will be able to apply this knowledge to different contexts, such as problem solving.

Many of the students coming to our SES may well have had difficult experiences with numeracy, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in maths.

Our aim is to provide experiences that will improve the child's self esteem allowing them to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject. Numeracy offers a uniquely powerful set of tools including forms of communication, logical reasoning, problem-solving skills, and the ability to think in abstract and creative ways.

Thus we aim to ensure they:

- To develop the ability to communicate mathematical information and ideas.
- To appreciate the inter-related nature of numeracy.
- To develop in students a fascination of some aspect of numeracy at their individually appropriate level of operation.
- To develop open mindedness, initiative and flexibility in the students approaches to problem solving and investigations.
- To develop logical, reflective, clear strategies in dealing with mathematical tasks.
- To develop the ability to work independently at the student's own level.
- To develop the ability to work collaboratively.
- To enable students to work on in-depth projects as well as shorter individual task.
- To develop self-confidence in approaching mathematical tasks.

3 THE IMPLEMENTATION OF NUMERACY

3.1 PLANNING FOR NUMERACY EXPERIENCES

The teaching of numeracy provides opportunities for students to experience and explore numeracy in a variety of contexts. Strong numeracy knowledge and skills are essential for success across the curriculum and a lifelong gift.

Numeracy schemes of learning are highly personalised and derived from our underpinning numeracy knowledge sequences, in order to support them in future pathways.

Our numeracy knowledge sequences are guided by the National Curriculum Framework for Maths. As a core subject, it is arranged in bands from 1- 32; we aspire that all students achieve band 16 as a minimum; this provides the essential building blocks for life. Age related expectations are indicated on the knowledge sequence. The knowledge sequences for numeracy have the following outline:

- Number (KS1-2, bands 1-16)
- Ratio, Proportion, Change (Fractions) (KS1-2, bands 1-16)
- Geometry (KS1-2, bands 1-16)
- Statistics (KS1-2, bands 1-16)

- Measure (KS1-2, bands 1-16)
- Number (KS3, bands 17-32)
- Ratio, Proportion, Change (Fractions) (KS3, bands 17-32)
- Algebra (KS3, bands 17-32)
- Geometry and Measure (KS3, bands 17-32)
- Statistics (KS3, bands 17-32)
- Probability (KS3, bands 17-32)

Each term the students personalised numeracy pathway builds on their previous learning, and knowledge is strengthened, broadened and deepened over time. This approach allows teachers to identify gaps in learning and provide opportunities that will allow them to recover and catch up over time. The rationale for the student's personalised numeracy curriculum, with clear links to their EHCP outcomes, is outlined in their Learning Centre Education Plan.

Planning for numeracy will take a variety of forms for which personalised learning episodes and units of work will include:

- Individual work
- Group Work
- Classroom based learning
- Extended learning in the wider community

Student at SES, will receive appropriate and significant support from our SEN teachers, who has access to an external senior educational psychologist for advice and support.

Each scheme of learning provides the planning, including knowledge and objectives, for a unit of learning. A scheme of learning will relate to the SES knowledge sequence, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4. They are intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.

A scheme of learning may be designed to be revisited as many times as is judged necessary across all year groups and key stages. Schemes of learning are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of numeracy.

Schemes of learning may be based on a bespoke personalised interest or passion to re-engage the student in the learning process

3.2 TEACHING AND LEARNING STYLES

The teaching of numeracy is a fundamental aspect of our personalised curriculum offer. The following teaching and learning styles all actively support this aspiration:

- Activities should bring together different areas of numeracy
- The order of activities should be flexible

- Activities should be balanced between tasks which develop knowledge skills and understanding and those which develop the ability to tackle practical problems
- Activities should be balanced between the applications of numeracy and ideas which are purely numerical
- Activities should be balanced between activities that are short in duration and those that have scope for development over an extended period.
- Activities should, where appropriate, use students' own interests or questions either as starting points or as further lines of development
- Activities should, where appropriate, involve both independent and co-operative work
- Tasks should include those which have an exact result or answer and those which have many possible outcomes
- Activities should be balanced between different modes of learning - doing, observing, talking and listening, discussing with teachers and other students, reflecting, drafting, reading and writing
- Activities should encourage students to use mental arithmetic and paper and pencil methods, and to become confident in the use of a range of mathematical tools and new technology. Students should have plenty of opportunity to develop and practice their own mental strategies.
- Activities should encourage students to become competent in collecting, recording and processing data.
- there should be a strong element of student negotiation and involvement in the targets identified within their Portfolio of Achievement and Needs.
- the range of potential resources and stimuli is inexhaustible and a variety should be used to maintain interest and motivation.

3.3 EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the numeracy curriculum in an attempt to maximise the potential of each individual pupil.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experience of numeracy pupils should have respect for others and that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/cultural differences
- Social-class differences
- Ability differences
- Gender differences

3.3.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by other students.

3.3.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

3.3.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge whatever their background.

3.3.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

3.4 NUMERACY AS A CROSS CURRICULAR SUBJECT

It is important to stress the inter-relationship of numeracy with many other areas of the curriculum and with aspects of communication and social functioning beyond the Learning Centre day. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon student's numerical understanding and skills. All staff need to be skilled at finding unobtrusive ways of taking advantage of the total living experience without this intruding on the naturalness of domestic living.

Cross curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

3.4.1 Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Students can benefit from well-organised visits, community activities and getting involved in wider learning projects (such as helping to organise information, reviewing policies and providing peer support). As students progress, work placements and visits help shape their decisions about future opportunities.

All children and young people have the opportunity to participate in both focused field trips and extended residential weeks, throughout a range of local and national locations. In addition to the social and personal benefits, these offer real life knowledge and experience that can be developed in context.

3.5 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created by students and adults

Adults at SES are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work, ensuring feedback is given to support young people's continual progress in this area.

3.6 PROGRESSION IN NUMERACY

Progression includes:

- A gradual extension of content, increasing complexity, greater awareness and understanding

- Increasing the scale of studies, more generalised knowledge and use of abstract ideas
- Improving skill and precision in practical and intellectual numerical tasks

Planning will encompass the introduction, development and consolidation of the key concepts and processes. To allow for progression planning should reflect:

- A steady acquisition of new skills and knowledge
- Consolidation of skills and knowledge in a range of relevant contexts
- Opportunities for students to apply skills, knowledge and understanding in a range of relevant contexts
- Use of texts and sources which are familiar and unfamiliar and which increase in complexity as abilities develop
- Use of information and communication technology in open and closed research work

At SES progression is assessed against the knowledge sequences for the subject.

3.7 DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Numeracy provides wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

In planning for our students the following factors should be considered:

- Activities should build on what our students already know and can do
- Our students need immediate and regular encouragement, praise and reward
- The activities should be broad enough to allow scope for development and not prevent more able students from extending their learning
- The work should be pitched at the age, maturity and ability of the group and or individual
- Tasks should be differentiated according to individual student needs
- Consider the balance between group activities and individual differentiated tasks for specific students

To achieve this, clear attention should be given to the following:

- A range of appropriate equipment
- Using a variety of teaching methods to elicit a particular response
- Organising the group in different ways appropriate to particular aims
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback.

The method of assessment and reporting should provide feedback that is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where ICT is being used, simplified software guides
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement
- Use of visual prompts to support learning

To overcome any potential barriers to learning in numeracy, some students may require:

- specific help with number recall or the interpretation of data represented in graphs, tables or bar charts, to compensate for difficulties with long- or short-term memory or with visual discrimination
- access to tactile and other specialist equipment for work relating to shape, space and measures, to overcome difficulties in managing visual information
- help in interpreting or responding to oral directions when making mental calculations, to compensate for difficulties in hearing or with auditory discrimination
- access to equipment or other resources, to overcome difficulties in thinking and working in the abstract. This may include linking numeracy to computing, use of technological equipment or kinaesthetic interventions such as numicon.

In assessment:

- when judgements against level descriptions are required, these should, where appropriate, allow for the provision above.

3.8 ASSESSMENT AND RECORDING

Assessment is part of an ongoing process that informs future planning and subsequent learning. All assessments should take account of:

- Knowledge, skills and understanding acquired

- The contexts of the activity
- The purpose of the activity

Effective formative and summative assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a student's development.

Any system of evaluation and assessment should:

- Identify what has been taught and learnt
- Monitor students' progress continually
- Monitor students' progress in cross-curricular elements
- Establish students' needs as a basis for further planning and teaching.

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:

- Observing
- Questioning and listening
- Discussion
- Written work, audio and video tape recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

3.8.1 The marking of students work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the child and whenever

possible completed in their presence. Further areas of study can then be negotiated with the child.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

3.8.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g. files, exercise books, scrap books, digital media files.

3.8.3 Individual Programmes

- The Portfolio of Achievement and Needs for each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

3.9 USING CALCULATORS

There are skills in using a calculator that need to be taught and learnt. A policy of 'allowing students to use a calculator' is not sufficient. What is needed is a school policy that encourages students of all ages and abilities to use calculators in appropriate situations and provides clear guidance on the procedures needed to obtain maximum benefit from their use. In particular, attention needs to be given to the estimation, accuracy and interpretation of results. If there is only one operation involved the procedure is obvious, but where there is more than one operation the procedures to be used on the calculator must be considered.

To use a calculator only to check written calculations is inappropriate but to use mental or simple written approximations to check results obtained from a calculator is sensible.

Numeracy is the ability to handle a four function calculator sensibly. Hence students need to understand and use:

- Single digit arithmetic
- Powers of ten
- Place value
- Awareness of number operation

When it is permissible to use a calculator

- When it motivates and encourages success
- When it increases student ability to handle large numbers
- When it increases understanding of the number system
- For checking estimates and results
- As an aid for problem solving
- In demonstrating place value
- To practice calculator keyboard familiarity

When it is not permissible to use a calculator

- When to do so would encourage laziness
- When the lesson objective is to develop mental maths techniques and skills
- When its use prevents students from using recording methods which they can remember for occasions when they do not have calculators
- When it is used as a sole means of problem solving
- In the absence of 'working out' evidence

3.10 EVIDENCE FOR LEARNING

Every student has a unique and personalised learning journey that is based on their individual needs and starting point. Evidence of Learning enables Learning Centre staff to capture and create a rich, comprehensive picture and narrative that details learning and progress for each student. The subject knowledge sequences are available to track and record professional judgements on progress, alongside the students personalised EHCP and LCEP outcomes, and broader PAN targets.

4 IMPACT

The impact of the numeracy curriculum will have a lasting impression on our student's lives. Success helps them achieve, in the subject, across the curriculum and in the world beyond, by developing their ability to know and describe the world around them. It will lead to improved self confidence, self esteem, motivation, attention, engagement and resilience.

Numeracy can be enjoyed as a worthwhile activity for its own sake and as a powerful tool in a wide range of applications. Enjoyment stems from the creative and investigative aspects of numeracy, from developing numerical ways of perceiving the world and recognising underlying structures and connections between numerical ideas. Numeracy is a subject that empowers students to prove results. Students develop their problem-solving, decision-making and reasoning skills through working on a range of tasks.

Progress is measured through the assessment outlined above, as well as through twice yearly WRAT standardized testing. All students will have the opportunity to work towards external qualifications depending on their individual pathway.

The type of accreditation offered to students is matched to their individual need and ability level. Currently three routes to accreditation are available. Students can take various accreditation pathways, ranging from Entry Level 1 through to Level 2.

These are bite sized, credit based units. Students can also access Functional Skills at Entry Level or Levels 1 and 2.

Our preferred GCSE course is EdExcel Numeracy, which can be taken at two levels: Foundation and Higher. The current syllabus is divided into four main areas, Number, Algebra, Shape Space and Measure and Handling Data.

Due to our personalised approach to learning chronological age is not seen as a barrier to accreditation.

Numeracy enables students to understand the numerical data related to becoming and staying healthy. Monitoring nutritional intake, blood sugar levels and cardiovascular health are all examples where numeracy assists understanding and can lead to making healthy decisions. By becoming financially capable, young people are able to exert greater control over factors affecting their health such as housing and money management. Strategy games and logic puzzles are an important part of maintaining mental health.

Understanding risk through the study of probability is a key aspect of staying safe and making balanced risk decisions. Students learn to understand the probability scale and use it as a way of communicating risk factors. They develop an understanding of how data leads to risk estimates. By understanding probability and risk factors young people are able to make informed choices about investments, loans and gambling.

An understanding of numeracy, and confidence in using a variety of numerical skills, are both key to young people's ability to play their part in modern society. The skills of reasoning with numbers, interpreting graphs and diagrams and communicating numerical information are vital in enabling individuals to make sound economic decisions in their daily lives. Numeracy skills and habits of mind are highly prized by many employers and numeracy is a gatekeeper to many careers and professions.

5 SMSC AND BRITISH VALUES IN NUMERACY

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice document.

5.1 SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within numeracy are:

Spiritual

- Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students.
- Students are encouraged to experiment, problem solve and understand and then apply their knowledge, for example exploring patterns and sequences in the natural world and symmetry, for example tessellations such as using Rangoli.
- To discuss and explore concepts such as infinity, complex numbers and patterns and relationships as well as concepts such as the scale and enormity of the world and universe, speed of light and time.
- To explore the wonder of the human mind through great thinkers and their concepts and discover codes and riddles for example the Fibonacci pattern.

Moral

- Numeracy, quantitative data and statistics allow people to make comparisons and judgements which can both create and solve moral dilemmas, for example those which stem from financial systems and money.
- Applying and exploring the skills required to better understand and solve various potentially moral issues or problems, for example collecting data in surveys, analyzing data or creating solutions to solve problems.
- To identify problems in real life contexts and how these can have a moral element for example involving finance, data or conservation, such as calculating carbon footprints, population density or food miles.

Social

- Mastery of numerical concepts allows young people to better understand and connect with the world around them and in turn leads to greater self-esteem.
- Solving problems builds determination and thinking skills and presenting these to others develops a sense of self-confidence. Although not always possible we will always seek to work in groups and to encourage collaboration to develop listening, communication and tolerance.
- Where possible we seek to develop powers of logic, reasoning and the ability to work and communicate methodically to others.
- When appropriate we will seek to further develop pupils social skills through participation in main-stream maths education, attending workshops or events that enable exploration of numeracy in groups both familiar and unfamiliar.

Cultural

- Through numeracy we explore the breadth of cultures that have contributed to numeracy as we understand it today with concepts and symbolism drawn from Egyptian, Roman, Indian, Islamic, Greek and Russian roots, for example Pythagoras' Theorem.
- We explore and research cultural patterns for example Islamic tile tessellation, cultural methodologies such as Russian/Chinese multiplication and Abacus, lattice and Napier's Bones technique or the chunking techniques used by South American street children.
- Numeracy can be a universal language and has allowed students to integrate into classes during exchange trips and calculating exchange rates, for example Finland

5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within numeracy are:

Rule of Law

- In order for laws to be enforced some have a quantitative element, understanding numeracy enables students to better understand limits and tolerances, quantities and measures.
- Understanding of numeracy enables students to better grasp such concepts and better understand their rights and the rights of others, this could include speed limits, age limits, alcoholic units as well as aspects of employment such as minimum wage and calculating tax.

Democracy

- The democratic process is rooted in the representing the views of the population and mathematical concepts underpin the collection, analysis and presentation of such data.
- The use of surveying techniques, creation of trends, pie charts and averages all help to understand and represent the views of people on a community, region and national level.
- Students are encouraged to participate, follow and understand the democratic processes active in the community and on the news around the world and to understand the context of these and the numerical concepts that underpin the democratic process.

Individual Liberty

- Students can understand individual liberty through developing understanding of numerical constraints on behaviour such as paying tax, income, limits, thresholds and tolerances, for example mortgage applications linked to income.
- At SES it is a fundamental belief that pupils should be respected and provided with a learning environment in which to express themselves freely, yet respectfully.

Mutual respect and tolerance of those with different faiths and beliefs and for those without faiths

- Collaborative working is integral to many aspects of numeracy, including producing presentations and speeches developing mutual respect.
- Studying literature offers pupils the opportunity to explore different cultural themes including exploring different faiths and beliefs.