



Numeracy Policy

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Numeracy Policy

Our Mission Statement:

Bebington High Sports College is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

Whole School Numeracy Policy

A Current Definition of Numeracy:

Numeracy is a proficiency, which is developed mainly in maths but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Introduction:

The purposes of our whole-school numeracy policy:

- 1) To develop a common approach to numeracy by staff
- 2) To develop the structuring of lessons to support and stimulate numeracy development with the consideration of the different needs of all pupils
- 3) To establish a consistent approach throughout all subjects for numeracy and focus on improving the standard of numeracy throughout the school
- 4) To promote positivity within numeracy and bestow confidence within the students of their skill

Aim 1

- Strategies will be employed by staff to improve the numeracy skills of all pupils
- Analysis of all information including KS2 test results
- Students targets upon inception will be checked and reviewed
- Consistent checking of where students are in relation to their current target logged on front of books

Aim 2

- Numeracy should be seen as an integral part of the learning process to support achievement across the curriculum.
- Form time activities should be completed on a weekly basis.
- Systems to be logged and tracked to demonstrate impact.
- Identification of numeracy opportunities within schemes of work, text books etc. and incorporating them into lesson plans
- Clear attention paid to correct use of mathematical language

- Reinforcing accurate use of mathematical terms and notation
- Differentiated success criteria and key words displayed for every lesson
- Good models of mathematic presentation provided (e.g. graphs) and correcting inappropriate use of mathematical expressions (e.g. careless use of equal signs)

Aim 3

Advice and encouragement will be given to all pupils to achieve their numerical potential

- By making pupils aware of the availability of all learning resources
- Students access to Mathswatch vle login accessible and displayed on front of all books and in maths corridor
- Consistent checking to ensure all homeworks are completed on a weekly basis
- Other areas where mathematical sources are available:
 - Adults other than teachers
 - Information texts
 - Students' planner
 - Internet
 - Magazines, posters, leaflets, brochures

Aim 4

- Each curriculum area and classroom will promote numeracy and encourage pupils to problem solve for enjoyment.
- Form time classrooms will contain information linking to their weekly activity and tracking sheets will be available so students can view their current progress

Aim 5

To raise staff awareness of how numeracy can be developed

- Standardising use of units, notation, standard techniques, terminology and presentation through INSET and additional staff support where required
- Informing them of relevant issues raised through the National Numeracy Strategy
- Subjects to audit current provision and identify opportunities for numeracy
- Inviting staff from each department to act as 'numeracy co-ordinator' for that department and to meet with the school's Numeracy Co-ordinator to discuss issues
- Displaying pupils' work showing their numeracy input in a range of subjects (not just Maths)

Success Criteria

- The policy will be monitored, evaluated and reviewed by the Numeracy Co-ordinator
- Ownership and application of the Numeracy Policy will be demonstrated within all curriculum areas and pastoral venues and feature in all Departmental Development Plans and the School Improvement Plan

Key notes – Cross curricular and teacher expectations

Teachers of mathematics should:

1. Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.
2. Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
3. Through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
4. Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

Teachers of subjects other than mathematics should:

1. Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
2. Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
3. Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
4. Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.