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Numeracy Policy

DEFINITIONS

- **"Numeracy** is the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace". (Count Read: Succeed, DENI Strategy document 2011)
- When considering the revised curriculum, numeracy is also referred to as the cross-curricular skill of **Using Mathematics**.

RATIONALE

- Numeracy is the responsibility of all staff and there should be a shared vision of Numeracy in the school.
- Using Mathematics is an integral part of the revised curriculum and should therefore be delivered and assessed in a cross-curricular fashion.
- The skill of Using Mathematics should be developed through purposeful and enjoyable learning opportunities that occur naturally within each subject area.
- Numeracy needs to be introduced in a way that is relevant to the pupils' everyday experiences and to the workplace.
- Using Mathematics needs to be delivered at a range of levels that allows pupils of all abilities to make progress
- Effective numeracy development should promote a positive and confident attitude to mathematics. Learning should be achieved through experiences which are creative, enriching, enjoyable and challenging.

AIMS

- To develop numeracy within the framework of the Count Read: Succeed strategy and additional DENI guidance.
- To ensure a common understanding of numeracy by all staff.
- To raise the numeracy standards of all pupils.
- To develop pupils' confidence, and foster a positive attitude towards numeracy.
- To identify pupils who are underachieving in numeracy or who have a SEN that affects their progress in Mathematics and intervene early with effective strategies and procedures
- To enable pupils to apply their knowledge of Using Mathematics to all areas of the curriculum in a consistent manner.
- To develop mental skills, written methods and effective use of the calculator.
- To prepare pupils for the world of work and life after school.
- To enable a wider range of pupils to be confident about pursuing a STEM related career.

PROCEDURES

The responsibility which every member of staff has for developing numeracy is

- To be aware of the numeracy content within their own subject. HODs should identify opportunities where they can contribute to the development of Using Mathematics and numeracy in their subject area and they should highlight these opportunities on their schemes of work.
- To provide high-quality teaching for pupils of all abilities.
- To help identify pupils who are underachieving in numeracy and to inform the numeracy coordinator so that intervention can take place.
- To work with the maths department to address underachievement.
- To approach numeracy with a growth mindset and have high expectations of all pupils.
- To share good practice within, and across departments.
- To inform the numeracy coordinator if there is a need to change the order in which the maths department teach topics. This is to ensure that pupils are sufficiently prepared for the numeracy work the encounter in all subject areas.
- To contribute to audits of the numeracy provision in the school.

To ensure that all pupils make appropriate progress in numeracy the Leadership Team should

- Have clear, realistic targets for raising standards and a manageable plan for achieving them with regular evaluation of the school's progress towards the targets.
- Set targets in line with DENI milestone targets outlined in the Count Read: succeed strategy document.
- Meet with the Numeracy Co-ordinator and the Head of Mathematics to discuss the school's progress towards meeting agreed numeracy targets.
- Monitor and evaluate pupil progress through the analyses of
  - Primary school data
  - MiDYSiS data
  - KS3 results
  - GCSE results
- Celebrate success in Mathematics to increase the expectation levels of pupils and parents

To ensure that all pupils make appropriate progress in numeracy the Numeracy coordinator and the Head of mathematics should

- Have appropriate assessment procedures in place to monitor the progress of all pupils.
- Track the progress of pupils and identify underachievement
- Have procedures in place to help underachieving pupils e.g. mentoring, after schools classes
- Have appropriate differentiated schemes of work for each year group
- Engage with parents through annual meetings and reporting
- Monitor and evaluate pupil progress through the analyses of
  - Primary school data
  - MiDYSiS data
  - KS3 results
  - GCSE results
- Analyse GCSE module examination results to help identify pupils that are on the borderline between a grade C and a grade D. Support this targeted group through after school classes.
- Celebrate success in Mathematics to increase the expectation levels of pupils and parents.
- Regular review of exercise books within Maths department.

- Set regular homeworks that reinforce methods learned in class.

Strategies and good classroom practice to use with underachieving pupils or who have a SEN that affects their progress in Mathematics

- Make the learning of Maths and Numeracy an active and positive experience
- Set some classes according to ability (other classes mixed ability) and provide differentiated learning within all groups
- Provide maths mentors and extra support classes
- Over learn basic numerical techniques
- Discuss and practice effective mental maths techniques
- Limit copying from the board
- Use effective questioning to explore mathematical concepts and allow time for talking and thinking about maths.
- Work with the SENCO and classroom assistants to make sure SEN are identified and that IEPs are followed
- Monitor pupil progress through regular assessments and diagnostic tests
- Advise parents/guardians on how best to support their child's learning

Parental involvement in supporting learning at home takes the form of

- Showing an interest in their child's work by checking and assisting with homework
- Attendance at parents' evenings

Additional arrangements contributing to the development of numeracy are

- The library/ ILC should have relevant materials for numeracy support.
- The library/ILC should have ICT facilities to enable pupils to have access to appropriate online resources.
- Extra help given at after school support sessions and homework club

The role of calculators

Children should be able to:

- Use the basic skills of a skill calculator constructively and efficiently.
- Learn when it is, and when it is not appropriate, to use a calculator – their first line strategy should involve mental calculations wherever possible.
- Draw on well-established skills of rounding numbers and calculating mentally to gain a sense of the approximate size of the answer.

This policy was reviewed by the Numeracy Co-Ordinator: September 2017

Due to be Reviewed: January 2019