# Numeracy Policy

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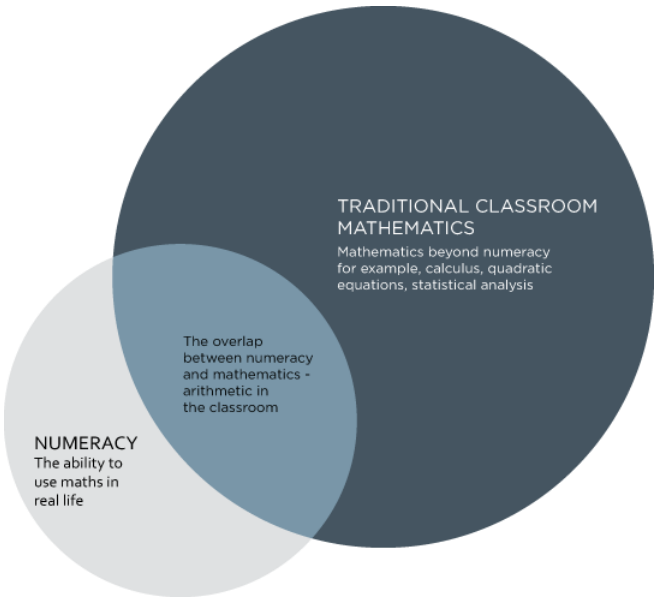
# 1 OVERVIEW

## 1.1 Introduction

This document aims to assist all members of staff in the successful integration of numeracy into planning and assessment, in order to optimise learning outcomes for all pupils. Numeracy occupies a crucial status within the planning and delivery of effective teaching and learning. It is vital that staff are equipped to cope with the challenges posed by the delivery of numeracy, and that opportunities to develop pupils' learning are maximised.

## 1.2 What is numeracy?

Numeracy is not just mathematics, but it can certainly support the teaching of it.




Numeracy can also be described as mathematical literacy:

*'Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements, and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned, and reflective citizen.'*

Approaching numeracy as a form of literacy is perhaps particularly helpful in viewing the need to teach it as something more than an abstract concept.

Including numeracy is not just inserting token sums into lessons, but preparing pupils with the key skills they need for life, for example, budgeting, appreciating the value of money, assessing statistics that are presented in the media, and estimating (e.g. considering how long it will take to travel from A to B, and therefore whether it would be best to drive or take the train, etc.).

## 2 THE APPLICATION OF CROSS-CURRICULAR NUMERACY

In order to help pupils to recognise the inherent educational value of numeracy across their studies, it is crucial that all subject areas fulfil their obligations to incorporate numeracy carefully into the planning, delivery, and evaluation of lessons, whenever it is suitable and relevant.

Session planning should demonstrate the application of numeracy within subjects; addressing where this takes place is important. Within department *Schemes of Work* or *Medium-Term Plans*, activities with a numeracy element should be clearly labelled and teachers should be aware that they are delivering a numeracy component within the unit or lesson. Where needed and/or appropriate, members of the Maths department are available to support colleagues with the design of numeracy activities and to offer advice about ways to deliver the teaching of numeracy effectively.

## 3 NUMERACY ACROSS THE ABILITY RANGE

Upon entry into Year 7, all pupils complete MIDYIS tests; these establish their current mathematical level and their projected progress into Key Stage 4. The data gathered from this, alongside Key Stage 3 half-termly assessment information, is made available to all staff in the *Academic Data* folder on *SharePoint*. This will allow teachers to plan tasks with an idea of the mathematical levels of the pupils. *Schemes of Work* are also available in the *Maths* folder on *SharePoint*, so that teachers can view which topics have been covered and when.

Pupils whose mathematical ability is notably lower than standard expectations receive additional support from the Maths department and the Learning Support department. Maths sets are also available to view in the *Maths* folder on *SharePoint* and on *iSAMS*; staff across all departments have a responsibility to monitor pupils who are struggling and to report any concerns to the Learning Support department.

## 4 NUMERACY ACROSS THE AGE RANGE

It is important that numeracy principles are applied throughout the teaching of pupils of all ages in school. The overall development of 'higher-order thinking' occurs simultaneously with the improvement of subject knowledge. The material that pupils study can be viewed within the Maths *Schemes of Work*, and pupils' textbooks and exercise books can be looked at to reference the level of mathematics of which pupils are capable. Teaching resources are also on the pupils' *SharePoint* site and, if teachers wish to use the resources on *Dr Frost* to help support their teaching, they can ask the Maths department for login details.

## 5 FURTHER INFORMATION

For further information on any aspect of the *Numeracy Policy* or numeracy provision, the following staff members can be contacted:

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