

Numeracy Policy

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Review cycle/date:	Every 2 years; February 2019
Party Responsible:	Curriculum Leader for Maths and the Student Committee
Linked Policies:	SEND Policy, Policy for Academically More Able Students

1. Definition

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic and requires an understanding of the number system, 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 data is gathered and presented.

2. Aims

The Swanage School aims to raise standards of numeracy of all its students, so 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.

The Swanage School aims to ensure there is a consistent approach in the use and application of numerical strategies across all subject areas, thus enabling students to have the confidence to approach mathematical problems with confidence.

3. The Swanage School will:

- Ensure that a range of strategies to facilitate numerical understanding is employed to suit the abilities of all students: to assist those with difficulties and to provide a challenge for more able students;
- Provide continuing professional development for staff to ensure practices of mathematical learning fit with outstanding pedagogy;
- Identify how each curriculum area can develop of numeracy for all students;
- Set targets for improving the performance of students with respect to numeracy. Raise standards of numeracy by enhancing the quality of learning and teaching;
- Determine intervention strategies for those students encountering problems in numeracy;
- Draw-up and maintain appropriate procedures for the monitoring and evaluation of the numeracy

provision for all students;

- Determine how parents can best contribute to the development of numeracy through home learning, and home-support learning in mathematics;
- Design and implement a programme of training for school governors with respect to their responsibilities in the promotion of numeracy.

4. The Role of the Mathematics Teacher is to:

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so a correct and consistent approach is used in all subjects;
- Provide opportunities for different stimuli and manipulatives to be used in lessons to generate to build understanding, before moving onto a visual representation;
- Develop and support cross departmental common visual representations of all key skills which will be used throughout a student's maths learning at TSS;
- Algebra will be used, with all classes, as a tool to simplifying 'wordy' explanations.;
- Develop the use and understanding of mathematical language;
- Liaise with other teachers to ensure pupils have appropriate numeracy skills by the time they are needed for the work in other subject areas;
- Seek opportunities to use topics from other subjects in mathematic lessons.

5. The Role of Teachers in Subjects other than Mathematics is to:

- Have a full appreciation of what numeracy is;
- Ensure they are familiar with correct mathematical language, notation, convention and techniques and encourage students to use these correctly in their subject;
- Provide information for mathematics teachers about the time at which specific numeracy skills will be required;
- Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subject areas.

6. The Role of the Numeracy Co-ordinator is to:

- Work with The Swanage School Leadership team to determine a strategy for dealing with numeracy across the curriculum and to ensure the effective development and implementation of the numeracy policy;
- Establish and maintain effective lines of communication to ensure there is constructive liaison between mathematic teachers and teachers of other subjects;
- Establish lines of communication and ensure there is constructive liaison between mathematics teachers and feeder primary schools;
- Assist in the monitoring and evaluation of the implementation of the Numeracy Policy;
- Facilitate amendments to the numeracy strategy in the light of evaluation and curriculum changes.

7. Role and Use of Calculators

All students are expected to bring their own scientific calculator to maths lessons when required. In deciding

when students use a calculator in lessons we should ensure that:

- Students have sufficient understanding of the calculation to decide the most appropriate approach;
- Students have the technical skills required to use the facilities of a calculator constructively and efficiently;
- When using a calculator, students are able to say whether their answer is reasonable.

Arrangements for monitoring and evaluation.

The effectiveness of the Numeracy Policy will be monitored, evaluated and reviewed both day to day and more strategically:

1. Ongoing monitoring:

- Lesson observations;
- Sampling of students' work;
- Discussions between members of staff;
- Feedback from parents;
- Student progress in lessons.

2. Strategic monitoring and evaluation:

- Schemes of Work are reviewed at the end of the period of study, or annually as appropriate;
- Analysis of student summative assessment data, termly;
- Written and verbal feedback from students, annually;
- Review of The School and Departmental Development Plans, annually.

The Governing Body will review the Numeracy Policy every two years and assess its implementation and effectiveness.