

NUMERACY POLICY

Updated Feb 2019

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is defined as the ability to reason and apply simple numerical concepts. (Brooks & Pui 2010). A numerically literate person can manage and respond to the mathematical demands of life.

Objectives

- Promote numeracy throughout the curriculum
- Raise standards of numeracy by enhancing the quality of teaching and learning
- Provide staff training where necessary, to ensure high standards of numeracy teaching within the school
- Implement procedures for the monitoring and evaluation of the delivery of numeracy throughout the school

Every teacher has the responsibility for the teaching of Reading, Writing, Communication and Mathematics (RWCM). All staff at Tuxford Academy will support students in:

- Becoming confident and competent at performing calculations involving number
- Using a range of techniques to carry out computation mentally and on paper
- Knowing and understanding the properties of number
- Explaining methods, justifying and reasoning, forming conclusions, and using correct mathematical terms
- Using calculations and other ICT resources appropriately and effectively to solve mathematical problems
- Recognising and using mathematical skills and techniques in a variety of contexts

The role of the Head of Maths faculty/Numeracy coordinator is:

- To work with the Senior Leadership Team in ensuring the effective development and implementation of the numeracy policy
- To monitor and evaluate the implementation of the Numeracy Policy
- To conduct amendments to the Numeracy Policy in light of evaluation and curriculum changes

The role of the Maths progress leader/Cross-curricular numeracy coordinator is:

- To establish and maintain constructive communication between Mathematics teachers and teachers of other subjects
- To organise appropriate numeracy CPD for teachers
- To 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 may be used in all subjects

The role of the Mathematics Teacher is:

- To see opportunities to use topics from other subjects in Mathematics lessons
- To liaise with the Maths progress leader and other teachers to ensure students have appropriate numeracy skills by the time they are needed for the work in other subject areas

The role of non-Mathematics teachers is:

- To have a full appreciation of what numeracy is
- To provide information for Mathematics teachers on the stage at which specific numeracy skills will be required
- To provide resources for Mathematics teachers to enable them to use examples of applications of numeracy relating to other subject areas where appropriate
- To ensure they are familiar with correct mathematical language, notation, convention

The role of Parent or Carer is

- To discuss with children when they use numeracy in everyday life and to show a positivity when using numeracy
- To promote the use of numeracy when children perform routine tasks and chores
- To praise their children when numeracy is used in everyday situations.

Evaluation

The Numeracy Policy will be monitored, reviewed and evaluated through:

- The Academy Improvement Plan and Faculty Team Improvement Plans
- Lesson observations/learning walks
- Book scrutiny
- Discussions with staff, parents and governors
- Student voice