

HEALING SCHOOL



A Science Academy

Healing School – A Science Academy Numeracy Policy

Author	Mrs D. Kay
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Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

Numeracy Policy

The purpose of the numeracy policy is:

- To improve the numeracy skills of the pupils.
- To promote numeracy throughout the curriculum and raise its profile within the school.
- To enhance and implement opportunities for cross curricular numeracy within the schemes of work.
- To maintain and develop high standards of numeracy across the school.
- To ensure a more uniform approach to methods, vocabulary and notation.
- To aid the transfer of pupils' knowledge, skills and understanding of numeracy between subject areas.
- To encourage staff to share best practice and promote numeracy throughout the school.
- To create opportunities for a deeper understanding of key mathematical concepts through retrieval practice

Definition of Numeracy:

Numeracy is a confidence and proficiency in applying basic mathematical skills in subjects and everyday situations. It is being competent not only in maths but also in understanding the number system, measure and having a range of techniques to solve various problems. It also requires a comprehension of the various ways data can be gathered, analysed and how to represent this in a table, diagram or chart.

In the Ofsted framework numeracy is referred to as 'mathematical knowledge and skills'. At Healing School, we will continue to use the term numeracy around the

school and with pupils.

Our pupils should:

- Have a sense of the magnitude of a number and where it fits into the number system.
- Know by heart essential number skills such as number bonds, multiplication tables, division facts, doubles and halves etc.
- Be able to apply what they know by rote or from memory to find answers to problems mentally.
- Have a range of efficient strategies to calculate answers mentally and on paper.
- Be able to use a calculator effectively when it is appropriate.
- Be able to use ICT resources to solve mathematical problems and draw relevant graphs.
- Make sense of number problems in context and recognise the operation(s) required to solve it.
- Be able to explain the methods they have used and the reasoning for it.
- Be able to judge how sensible their answer is.
- Be able to make sensible estimates in number and measure work.
- Have the skills to suggest suitable units for measuring.
- Be able to take values and information from tables, graphs, diagrams and charts.
- Be able to explain and interpret tables, graphs, diagrams and charts.
- Be able to break down more complex problems into manageable steps and select appropriate mathematical skills to solve them.

The Role of Staff

In order for our numeracy policy to be effective, all staff must:

- Be aware and understand what numeracy entails.
- Be familiar with the numeracy policy and where to find it.
- Show an awareness of how they should deliver numeracy within their subject area.
- Be confident in applying numeracy skills in their subject area.
- Make sure that numeracy tasks included in their lessons are appropriate and well used.
- Take numeracy into account in their planning.
- Include relevant numeracy learning outcomes where appropriate in their lesson plans.
- Indicate when calculators should or should not be used in lessons for calculations.
- Be aware of the suitable written or mental methods to use when a calculator is not appropriate or allowed.

Strategies for Implementing the Policy

Numeracy is a cross – curricular issue.

The main thrusts should be:

- Helping pupils develop confidence and competence in numeracy.
- Providing a variety of contexts in which to apply skills.
- Promoting numeracy opportunities in line with the numeracy policy.
- Ensure numeracy tasks are embedded into the schemes of work.

In writing and implementing schemes of work, all teachers need to develop an awareness of the potential for teaching and using numeracy skills. Each Faculty should clearly identify areas of numeracy in its scheme of work and on lesson plans. Where possible, teachers should anticipate numerical situations and develop a feel for

which method of calculation is appropriate and encourage pupils to use that method.

In order to help pupils recognise the cross curricular nature of numeracy, the school aims to produce visual materials around the school:

- In the Mathematics faculty illustrating application of numeracy in other subject areas and everyday life.
- In other faculty areas illustrating numerical methods and facts taught in Mathematics.
- In exemplar pieces of work displayed in subject areas identifying the cross curricular numeracy skills used.
- In key words displayed around the school linking to numeracy.