

OVERTON GRANGE SCHOOL POLICY

NUMERACY

Govs Comm. CURRICULUM & STUDENT

Reasons for the Policy

Numeracy is a fundamental life skill that our students will need in order to lead a fulfilling and confident life – both at school and beyond. It is also important to address the stigma that is all too often attached to numeracy and maths, specifically by aiming to eradicate the use of phrases such as “I was never good at maths”, “I can’t do maths” and “I’m not a maths person”. These phrases allow for poor numeracy to be socially acceptable and cause unneeded barriers.

Across society, many people struggle with poor numeracy. According to a 2011 Skills for Life survey, almost 17 million adults in the UK have numeracy skills below those needed for the lowest grade at GCSE. The results from this survey are based on a sample of 7,000 adults aged between 16 and 65 normally resident in England. Poor numeracy is a major, long-standing problem in education, business and society – it is also a national issue that has been neglected for far too long.

Numeracy, along with literacy, is the key to improving learning and raising standards in all three Key Stages. Strengthening numeracy across the curriculum will benefit students, allowing them to develop confidence and proficiency in numerical skills as well as the wider use and application of mathematics. It will also strengthen the school’s attainment at GCSE in maths, science and other subjects. We believe students will benefit from a consistency of approach and the links made across the curriculum. We recognise a need to ensure practice is embedded within all departments enabling improvement in these skills.

What is the policy going to do?

- Establish a whole school approach to numeracy across the curriculum.
- Provide guidance for all Overton Grange School staff to ensure confidence in delivering numeracy in their subjects.
- To develop and improve standards in numeracy across the school for all our students.
- To establish and maintain consistency of practice including notation, vocabulary and methods.

How is the policy going to be put into practice?

Teachers of Mathematics:

- 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 is used in all subjects (as far as is allowed by exam boards).
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Through liaison with other teachers, attempt to ensure that students have the appropriate numeracy skills by the time they are needed to be applied in other subject areas.

Teachers of Other Subjects:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, thus ensuring consistency across the Curriculum through the use of standard methods and vocabulary in all subjects.
- Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
- Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
- Encourage those who lack confidence in maths to either ask for support.
- Do not to use phrases which normalise the acceptability of poor numeracy.

All Staff:

- Have a full appreciation of what numeracy is.
- Be aware of how they can support the delivery of various elements of numeracy.
- Ensure that any numerical tasks that students are expected to complete are appropriate to the age and ability of the students.
- Consider numeracy in their short, mid and long term planning.

[See Appendix 1]

Students:

- Will explore numeracy in the context of real life situations.
- Endeavour to ask and answer questions, give clear and simple explanations, develop reasoning skills and make predictions.
- Share their knowledge with others, e.g. teachers, peers, parents and other adults.

Responsibilities

- Senior Leaders: lead and give a high profile to Numeracy.
- Assistant Head Teacher, Teaching and Learning: Ensure all staff are aware of the Numeracy Policy, and be responsible (along with the Numeracy Coordinator) in monitoring the impact of this policy.
- Numeracy Coordinator: provide support to staff for the implementation of the numeracy policy, and monitor the effectiveness of the policy. Also support departments in the implementation of the Numeracy Policy; Provide resources and assistance in the

delivery of practical Numeracy in the classroom; Liaise with Heads of Year organised tutor time activities; and organise appropriate Numeracy intervention projects

- Maths Department: provide students with knowledge, skills and understanding they need to problem solve and comprehend mathematical concepts.
- Teachers across the curriculum: contribute to students' development of numeracy with consistent approaches to problem solving and communicating Numeracy.
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of Numeracy. (Eg Bills, Shopping etc).
- Students: take increasing responsibility for recognising their own Numeracy needs and making improvements.
- Governors: provide a link governor for whole school Numeracy.

Criteria for Success

- Teachers implement strategies for delivering numeracy across the school
- Lessons across the curriculum raise the standard of numeracy as set out in this policy
- Greater awareness of numeracy both in and outside school

All Overton Grange Students should be able to:

- Carry out basic calculations
- Use mental arithmetic, calculators and technology when appropriate
- Understand units of length, mass, capacity and time
- Use mathematical form such as tables, graphs, charts and coordinates
- Have skills in estimation, approximation, quantity and value
- Understand probability and risk
- Read meters, dials and scales
- Have financial awareness; manage and budget money

Monitoring and Evaluation

- The Assistant Head Teacher, Teaching and Learning, along with the Numeracy Co-ordinator will review the policy regularly, consulting staff as appropriate.
- SLT observations and performance management observations will assess if teaching staff are implementing the policy.