

Queen Elizabeth's Grammar, Alford

A Selective Academy



Numeracy Policy

Rationale: To promote numeracy across the curriculum and help pupils to achieve higher standards of numeracy and a greater degree of confidence in their use of numeracy.

What is Numeracy?

“Numeracy is the confidence and competence to apply mathematical skills in routine and unfamiliar contexts. It involves having the mathematical skills necessary to be a full contributor to society and the economy, including those central to personal financial literacy, and having the disposition to think mathematically in everyday situations, including those arising in future employment. It involves the development of an understanding of key mathematical concepts and inter-connectedness, the systematic development of reasoning and problem-solving skills, the proficient and appropriate use of methods and procedures (formal and informal, mental and written), and active participation in the exploration of mathematical ideas and models.”

Why it is important that students have good numeracy skills

“Adults with strong numeracy skills have better health, stronger and more varied employment prospects, higher earnings, easier access to training opportunities and to higher level qualifications, and better access to good housing.” Carpentieri, J. D. and Litster, J. (NRDC 2009).

The role of teachers other than mathematics is to:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly;
- 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;
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.
- identify any pupils whose numeracy skills are a cause for concern, within the subject to allow early intervention.

Departmental responsibilities:

Subject teachers are responsible for:

- Pupils using appropriate methods of working at numerical tasks within their areas
- Providing a range of appropriate contexts and situations which give meaning to numerical tasks
- Creating an environment which encourages children to develop and use their own methods of working at numerical tasks
- Creating opportunities for children to compare and discuss a range of different methods of numerical calculation
- Encouraging pupils to reflect on numerical answers in terms of accuracy and magnitude
- being 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;



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- providing 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, attempting to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas;
- seeking opportunities to use topics from other subjects in mathematics lessons.

The mathematics department accepts responsibility for teaching the technical aspects of numerical tasks and supporting other departments to ensure they offer pupils opportunities to use their numerical skills to the full.

Planning and assessment

Planning should:

- Ensure coverage, progression across the key stages and improve teaching and learning
- Involve the use of objectives from the Framework for teaching Mathematics
- Ensure inclusion and differentiation
- Ensure the transference of numeracy skills across the curriculum

Assessment should:

- Inform planning and have an impact on teaching and learning
- Make reference to the objectives from the Framework for teaching Mathematics
- Inform target-setting

Monitoring and Evaluation

The Strategy will be monitored and reviewed through:

- The school and departmental development plans
- Lesson observation
- Sampling pupils' work
- Discussion with staff, Subject Leaders and Senior Leadership Team
- Reviewing planning
- Analysing assessment data
- Discussion of students

