

# SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE NUMERACY POLICY

Mission Statement: We deliver high quality teaching and learning in an environment that meets the needs of our students so that all achieve and enjoy.

## **A definition of numeracy:**

Numeracy is confidence and competence with numbers and measures.

## **Philosophy:**

Shirley High School is committed to the promotion and delivery of numeracy across the whole curriculum. We recognise that students should be taught across the school to use their knowledge, skills and understanding of number not only in mathematics but also in other subjects. Transferring skills learnt in one curriculum area to another plays an important part in preparing for adult life. We aim to have a consistent approach to numeracy across departments and to ensure this consistency there are suggested approaches on the use of units, notation, standard mathematical techniques, terminology, presentation and interpretation of results. A booklet 'Numeracy Across the Curriculum' has been given to all departments. CPD is provided through the six weekly meeting cycle. Form time for years 7 and 8 includes weekly numeracy sessions and there are additional catch up sessions for some year 7 students, according to need.

## **Principles:**

- Numeracy must be embraced by the whole school, with each member of staff making a contribution towards a common goal.
- Numeracy is a key basic skill and is necessary for providing students with the tools required for independent learning and future opportunities.
- Numeracy is the responsibility of all staff and subject areas across the curriculum provide important contexts for developing basic numeracy skills.
- All students should be familiar with correct mathematical language, notation, conventions and techniques, within all subject areas and encouraged to use them correctly.

## **Purpose:**

The purpose of the numeracy policy is to ensure that students:

- are taught numeracy skills consistently and systematically across the curriculum
- are confident and competent with numbers, measures, shapes and handling data
- use what they know to figure out an answer
- have a range of mental and written calculation strategies
- make sense of number problems and recognise which operation is needed
- know when their answers are sensible
- can explain their methods
- suggest suitable units for measuring
- can collect, process, present and interpret data as well as explain and make predictions from data in a graph, chart or table
- can draw a graph
- can solve number problems involving time
- have a repertoire of computational skills
- can use a calculator appropriately

## **Outcomes:**

- All departments will use, evaluate and review the 'Numeracy Across the Curriculum' booklet so that it is used effectively as a working document.

- Students can use and apply mathematics correctly, wherever and whenever it occurs.
- Students can use and apply mathematics in real contexts.

### **Responsibilities:**

All teachers should ensure that:

- they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject.
- students are encouraged to use correct and relevant mathematics where appropriate.
- they regularly promote numeracy through the use and development of numeracy skills and ensure students' numeracy skills are consistently used and developed, in line with the 'Numeracy Across the Curriculum' booklet.
- students are aware of the numeracy content of lessons.
- they are fully aware of students inclusion on the SEN register, the appropriate expectations of students and difficulties that might be experienced with numeracy skills.

The numeracy coordinator should ensure that:

- they monitor the implementation of the Numeracy Policy and make modifications where necessary.
- they keep up to date with and implement changes in the pedagogy of mathematics.
- they establish lines of communication and provide assistance and advice where necessary to other departments.
- they know the expectations of mathematical skills required by students in other subjects.
- they are aware of the difficulties students find in applying their mathematics in context and should provide opportunities for this in mathematics lessons and support options through liaising with the relevant staff.

The parent / carer should ensure that:

- they are aware of and understand the Numeracy Policy.
- they support the philosophy, principles, purpose and outcomes expected.

### **Monitoring and Review**

The policy will be monitored throughout the year and reviewed annually by the Numeracy co-ordinator followed by it being reviewed and approved by the Educational Standards Committee.

Amended and approved – Spring Term 2015