



Mildenhall College
A C A D E M Y

Numeracy Policy

Adoption Date: July 2013

Last Reviewed: June 2017

Next Review: July 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Assessment, Recording and Reporting Policy
- Checking & Marking Policy
- Communication, Reading and Writing (Literacy) Policy
- Curriculum Policy
- Monitoring & Evaluation Policy
- Teaching and Learning Policy

Mildenhall College Academy

Numeracy Policy

Numeracy is the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It includes a proficiency, which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.
(“Framework for Teaching Mathematics - Years 7 to 9” - DfES)

Our aim is to raise the achievement of all students and students by seeking to develop their numeracy skills by consistent and accurate application across the curriculum.

Numeracy is a key skill in students' learning and all students are entitled to quality experiences in this area. The teaching of numeracy is the responsibility of all staff and the academy's approaches should be as consistent as possible across the curriculum.

OBJECTIVES:

To promote a consistent and effective approach to supporting learning in the following key areas.

- ***increasing students' awareness and use of the different calculation strategies including standard written methods and the appropriate use of a calculator***
- ***helping students to develop their thinking and reasoning skills by providing greater opportunities for problem solving***
- ***supporting students with the handling, analysis and interpretation of information, including numerical data***
- ***promoting consistently high expectations of neatness and accuracy in drawing and measurement work***

IMPLEMENTATION:

This policy is a working document. It provides guidance to staff on the key areas identified in the objectives.

All staff are asked to support the development of numeracy skills by maximising opportunities for mathematics-related activities take place in *relevant* lessons. Each department has appointed a 'mathematics link person'. When required, the 'mathematics link persons' will provide advice on mathematical content of their curriculum areas. The mathematics department will meet regularly with the link person, to review, monitor and assess the implementation of this policy. All teachers should consider students' ability to cope with the numerical demands of everyday life and provide opportunities for students to:

- handle numbers and measurement competently, mentally, orally and in writing;
- use calculators accurately and appropriately;
- Interpret and use numerical and statistical data represented in a variety of forms.

Calculators:

The emphasis on calculations should be how things are worked out and why that works. Students are encouraged to use calculators as a tool for working out but should be reminded not to trust answers that do not fit the possible range of answers. Every student should have a calculator as part of their equipment every day.

It is recognised that where calculators are to be used their correct use may have to be taught and calculations should still be written down.

We need to:

1. Raise the profile of numeracy within the academy
2. Raise standards of numeracy
3. Make numeracy teaching an overt part of every curriculum area

The academy will:

- Create a positive and attractive environment which celebrates numeracy
- Provide role models through celebrating the successes of older students
- Ensure that there are planned activities in the curriculum to allow students to learn and practice their range of numeracy skills
- Display examples of high quality examples of numeracy being applied across the curriculum
- Promote Key Skills and recognise student achievement
- Ensure that faculties/departments are adhering to the numeracy policy support document - Numeracy across the curriculum
- Provide INSET on teaching numeracy
- Provide regular numeracy activities for tutor time

Each Faculty will:

Contribute to the raising of numeracy standards within their curriculum area by:

- The provision of high quality exemplar materials
- The use of ICT
- Displaying examples of numeracy within curriculum based contexts
- Highlighting opportunities for the use of numeracy within their subject area
- Endeavouring to ensure that materials presented to students will match their capability both in subject content and in numerical demands
- Ensure that there is a consistency of practice in the teaching of numeracy

NUMERACY - FACULTY GUIDELINES

As a teacher you can help children to acquire proficiency in numeracy by giving a sharp focus to the relevant aspects of the programmes of study for mathematics. The outcome should be numerate students who are confident enough to tackle mathematical problems without going immediately to teachers or friends for help

All teachers will:

1. Have the highest expectations of the students and ensure that the numerical content is of a high standard.
2. Discourage students from writing down answers only and encourage students to show their numerical working out within the main body of their work.
3. Encourage the use of estimation particularly for checking work.
4. Encourage students to write mathematically correct statements.
5. Recognise that there is never only one correct method and students will be encouraged to develop their own correct methods where appropriate rather than be taught 'set' ways.
6. Allow and encourage students to 'vocalise' their maths - a necessary step towards full understanding for many students.
7. Help students to understand the methods they are using or being taught - students gain more and are likely to remember much more easily if they understand rather than are merely repeating by rote.
8. Encourage students to use non-calculator methods whenever possible.
9. Encourage students to use the correct language e.g. use the word mean rather than average.
10. If problems with numeracy are identified then the Mathematics department will be informed and will if possible adjust the teaching programme to address the weakness.