

Carr Hill High School Numeracy Policy

We are proud to belong to the Carr Hill community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

The purpose of this Numeracy policy is to enable all our staff to have consistent expectations of the students' use and understanding of Mathematics across the curriculum and to promote the development of numeracy skills. Each department can make a contribution towards improving numeracy skills so that students become confident at tackling Mathematics in any context. To do this, all subjects will incorporate relevant aspects of the policy into their schemes of work and all subjects will use the agreed notation, format and method when relevant.

2. Application

2.1

- It is the responsibility of ALL staff within the school to maximise opportunities for students to develop and improve their Numeracy and to help them to develop a positive attitude towards Mathematics.
- The Logic Cluster aims to recognise the explicit links between subjects, by using examples from other subject areas to highlight their expectations and unique demands.
- The Logic Cluster aims to provide support for ALL subjects within the school to develop Numeracy across the curriculum, and to maximise opportunities for collaboration between Clusters on issues relating to Numeracy.
- All Clusters within the school aim to encourage the selective use of the calculator and to promote non-calculator methods when appropriate.
- This policy and Appendix should be part of the schemes of work for all subjects.

2.2 Being Numerate implies:

- An 'at-homeness' with numbers.
- An ability to make use of Mathematics skills which enables an individual to cope with the Mathematical demands of everyday life.
- To have an appreciation and understanding of information that is presented in Mathematical terms. For instance in graphs, charts or tables or by reference to percentage increase or decrease.
- To appreciate and understand some of the ways in which Mathematics can be used as a means of communication.
- The use of methods of calculation which are both efficient and effective.
- Confidence and ability in mental methods.

- Selecting the most appropriate method of calculation for a given purpose.
- An awareness of the links between different aspects of the Mathematics curriculum.
- Reasoning, justifying and proving results about number.
- Using number to represent Mathematical models of real-life situations.
- To understand and be able to use the language of Mathematics and talk confidently about Mathematical ideas.

2.3 How do students learn to become numerate?

- Through being challenged and struggling to overcome and solve problems.
- Most students are able to become numerate, but vary in their ability and the rate at which they develop their Numeracy.
- Students can develop their own strategies for calculating and solving problems, but it is their teacher's responsibility to help them to refine their methods.
- Students' misunderstandings need to be recognised, made explicit and worked on.

2.4 As a **school** we aim to:

- Promote a positive attitude to Mathematics from ALL staff and students alike.
- Highlight and develop links between all subjects and Mathematics.
- Ensure consistent approaches to Mathematics are used across the curriculum especially with relation to calculations, percentages, the use of calculators and handling data.
- Build students' confidence in transferring skills that they have learnt in Mathematics.

2.5 In order to achieve these aims we believe that **ALL teachers** need to:

- Promote a positive attitude towards Mathematics.
- Raise the profile of Mathematics in their subject by promoting the application of number at every available opportunity.
- Be aware of the range of competence with number that students bring to the lesson.
- Build students' confidence when they encounter difficulties.
- Demonstrate the skills expected of students as identified below.

2.6 And **Students** need to be encouraged to:

- Estimate, and consider the appropriateness of an answer.
- Use mental methods where possible for calculations.
- Know when it is appropriate to use a calculator.
- Use correct Mathematical language.
- Measure to an appropriate degree of accuracy.

Section 3: The implementation of this policy.

In order to aid the implementation of this policy the teaching and learning forum have produced a 'Sharing Good Practice' folder in the teaching and learning forum resources section of the staff shared drive on the school network. This contains a number of examples of good practice to aid the effective delivery of literacy across all subjects in school.

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L Nulty
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Chair of Curriculum & Standards Committee