



Policy approved & adopted by	Head of College
Date	November 2019
Review cycle	2 yearly
Next Review	November 2026

FUNCTIONAL NUMERACY POLICY

Intent

Numeracy equips learners with a uniquely powerful set of tools to understand and change the world. Changing the world may not be the immediate goal of adult learners, but being numerate is essential to functioning independently within the world. In everyday life we are confronted with numbers, from getting on the right bus or putting coins in a parking meter, to choosing the best deal on a mobile phone plan. Increasingly, we are overwhelmed with charts and statistics to inform us, persuade us, impress us, convince us – without some understanding of how to interpret data it is difficult to see how we can be independent citizens and consumers. It is important that, as well as developing skills in manipulating numbers, learners understand and make connections between different areas of numeracy so that they are able to apply skills to solving problems in a range of contexts. In the process, they may also begin to discover the joy and power of numeracy.

Subject Aims

To develop for all learners;

- The ability to explore, investigate, understand and change the world around them
- The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections
- An ability to use and apply numeracy skills and knowledge across the curriculum and in real-life situations.
- The ability to become successful learners through relevant and appropriate learning challenges.

Implementation

At Valley College a Golden Thread runs through the Functional Numeracy curriculum from a learner's EHCP, reviews, Life Skill Plans and across the curriculum model.

At Valley College the Curriculum Model consists of the Formal Curriculum, Developmental Curriculum and Additional Curriculum. Curriculum design is individualised and therefore the weighting of this will depend on the learner and their needs.

Individual targets are identified in accordance with our Assessment, Recording and Reporting Policy. These are taught specifically through Functional Numeracy Sessions with targets taken from the Functional Numeracy Core Curriculum. Two sessions per week are dedicated to Functional Numeracy sessions but functional skills are embedded within all subjects taught.

Session Outline

Sessions follow a three-part structure: the introduction sets the expected learning outcome of the session. This is age appropriate, motivating, engaging and related to familiar experiences and interests of the learners.

The main activity offers the opportunity to develop their numeracy skills through activities which are:

- Differentiated to match the conceptual and practical demands to learner ability.
- Consider the physical needs of the learner and are adapted appropriately.
- Ensure it is possible to reach a satisfactory endpoint in the time available.

The plenary enables the learners to collectively address misconceptions, share their work and progress towards the session objectives

Learners will have the opportunity to experience and develop their skills in maths through:

- Individual, group and whole group work.
- Practical work and investigations based on real-life problem solving.
- Oral and written work supported by the use of communication aids where appropriate.
- Multi – sensory activities
- Information Control Technology, including access to interactive whiteboards and internet resources.
- Cross curricular events and activities

Assessment

Learners are assessed formatively and summatively and at the end of each half term. Staff attend progress meetings with SLT to discuss progress towards expected targets for functional literacy. Information from the progress meeting is used to inform the planning process.

Monitoring

Monitoring takes place through a range of different processes, formal and informal observations, file scrutiny and target setting and monitoring.

Impact

- The impact of these sessions should develop the learner's numeracy skills in a functional situation. This will support their development in the future and prepare them for adulthood.

- The content of our curriculum is delivered and repeated to ensure skills and knowledge are retained. Throughout college, these skills are re-addressed at later stages and prior knowledge is built upon.
- Staff informally assess through continuous assessment, questioning, peer and self-feedback and dialogue within the environment. Staff may also have dialogue with the Head of College or directors.
- Staff formally assess the progression of skills within EHCP targets.
- At Valley College the impact of the intent and the implementation is monitored and key responsibility is given to staff as they all play a part in ensuring that accurate assessment takes place.