



Valley College

NUMERACY POLICY

Intent

Adult 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 bombarded 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

In teaching Adult Numeracy we have the task of developing for all our 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 Adult Numeracy curriculum from a learners 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 Adult Numeracy Sessions with targets taken from the Adult Numeracy Core Curriculum. However, it is at the discretion of the lecturer to identify the priorities for the learners in their class.

Learners work towards accreditation with NOCN. The curriculum and accreditation determines that the learners cover Whole Number, Common Measure, Space and Data.

Functional Skills are taught by all lecturers. For those who it is deemed appropriate Functional Skills Tests are completed in the summer term. These tests are externally accredited.

Group organisation and teaching & learning styles

An Adult Numeracy session is taught once a week which provide learners with the opportunity to work on individual key areas of development through a numeracy focus. Although adult numeracy is taught throughout the curriculum. Learners are put into group's dependant on differentiated targets.

Lecturers plan activities that are multi-sensory in their approach, giving learners opportunities to access the session in their preferred learning style and minimising the limitation of any particular sense a learner may have.

- Visual – e.g. pictures, photos, signs, models;
- Auditory – e.g. discussion, sound-effects, videos;
- Kinaesthetic – e.g. practical, hands-on experience.

All differentiated targets and activities are found in the individual learner Life Skills Plan and enables the lecturer to differentiate sessions in accordance to the relevant target for that learner. Adult Numeracy is accredited through Functional skills tests at Entry Level 1,2 and 3 and Level 1 and 2.

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

Teaching and learning

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

- Individual, group and whole class 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 using the targets outlined in the Adult Numeracy Curriculum on a termly basis in line with the college’s assessment policy. This information is used to identify a top, middle and bottom learner from each class for target setting. This then informs lesson objectives and ensures that they are SMART. Lecturers use observations of each learner at work to ensure learners can progress towards achieving their target. At the end of the half term assessments are carried out against the Life Skills Planners by the lecturer based on observations and a piece of work. This information is used formatively to identify future targets.

Monitoring

Termly evaluations are completed by the lecturer along with samples of learners work. These are collated by the Subject Leader who compares these against a portfolio of levelled work to ensure that progress is being made in line with expectations. Internal moderation of numeracy work across college takes place yearly by the subject lead and lecturers who teach the subject to ensure that marking and work set is consistent.

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.
- Lecturers informally assess through continuous assessment, questioning, peer and self-feedback and dialogue within the classroom environment. Lecturers may also have dialogue with subject leaders, SLT or directors.
- Lecturers formally assess using the Adult Numeracy Curriculum and also formally asses 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 a range of staff, from the job coaches, lecturers, subject leaders, senior leaders and directors: they all play a part in ensuring that accurate assessment takes place to enable a learner to access the next stage of their educational journey.

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