



SECTION D

**STANDARDS and EFFECTIVENESS
COMMITTEE: ACHIEVEMENT STRATEGIES**

(Overarching Student Achievement Strategy)

D1.8 Numeracy Strategy Policy

Reviewed SLG: February 2020
Approved by Standards and Effectiveness Committee: February 2020
Next Review Date: February 2021

Person responsible for the monitoring, evaluation and implementation of this document:
Mrs R Milnes

Table of Contents

A. Rationale	1
B. Purpose	1
C. Guidelines	2
D. Mathematics Teachers	2
E. Teachers of subjects other than mathematics	2
F. Pupils and students	2
G. Parents and Carers	2
H. Achievement Leaders	2
I. Form Tutors	2
J. Curriculum Leaders (subjects other than mathematics)	3
K. Other Senior Staff	3
L. Teaching and Learning Group Reps	3
M. Numeracy and Literacy Co-ordinator	3

A. Rationale

Alder Grange creates a nurturing and caring environment in which its pupils and students are inspired to achieve excellence within and beyond academic work. Being numerate, by this we mean the ability to use mathematics in everyday life, means having the confidence and skill to use numbers and mathematical approaches in all aspects of life. Numeracy complements literacy and is sometimes called 'mathematical literacy'. Both skills are needed in order to function fully in modern life.

Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. Being numerate is as much about thinking and reasoning logically as about 'doing sums'.

It means being able to:

- Interpret data, charts and diagrams
 - Process information
 - Solve problems
 - Check answers
 - Understand and explain solutions
 - Make decisions based on logical thinking and reasoning.
- Numeracy involves skills that are sometimes not adequately learnt in the classroom – the ability to use numbers and solve problems in real life.
National Numeracy 2016 (www.nationalnumeracy.org.uk)

Raising standards in numeracy cannot solely be judged in improved test scores and examination results, important indicators as these are. There is a need to evaluate pupils' and students' abilities to transfer mathematical skills into other subject areas; applying techniques to problem relevant solving. In so doing we seek to build pupils' and students' confidence: their confidence to initially attempt to use a mathematical skill is as important as achieving the correct solution. In addition, we seek to develop the mathematical skills of staff such that they are able to embrace and promote the mathematical skills developed within our mathematics department.

B. Purpose

1. To ensure that pupils and students know and have the confidence to use mathematical skills, where appropriate, within each subject.
2. To provide opportunities for pupils and students to develop 'mathematical literacy' through the direct teaching, where appropriate, of the mathematical skills required in each subject.
3. To model the mathematical language, notations, conventions and techniques used by the mathematics department.
4. To provide the mathematics department with details of the stage at which specific numeracy skills will be required for pupils and students. To ensure that teachers of subjects other than mathematics provide the department with examples of resources they use so that the mathematics team can adapt their schemes of learning to complement these requirements.

C. Guidelines

D. Mathematics Teachers

1. Incorporate numeracy into all aspects of good teaching and learning. Numeracy is a feature of planning, delivery and assessment. Provide opportunities for pupils and students of all abilities to develop confidence with numeracy skills.
2. Use of blue pen as appropriate to highlight numeracy errors.
3. Ensure that pupils and students have adequate Reflection Time (RT) and resources to correct errors in subsequent lessons.

E. Teachers of subjects other than mathematics

1. Where relevant, to incorporate the teaching of numeracy into specific schemes of learning so that pupils and students have opportunities to practise and transfer their numeracy skills.
2. Use the blue highlighter for numeracy errors which the pupils and students could reasonably be expected to know.
3. Ensure that pupils and students have adequate Reflection Time (RT) and resources to correct errors in subsequent lessons
4. All teachers have access to the teacher and pupil/student numeracy resources on the website. These can be used for teacher reference and for setting tasks.

F. Pupils and students

1. Where relevant, use the skills learned in mathematical skills lessons to solve problems in subjects other than mathematics.
2. Make use of Reflection Time (RT) to correct highlighted errors.

G. Parents and Carers

1. Support the school's numeracy policy by practising mathematical skills with their daughter or son. These materials can be found by visiting the school's website www.aldergrange.com then going to the curriculum area and selecting 'numeracy'.
2. Speak with the Curriculum Leader for mathematics/relevant Achievement Leader if they require advice and guidance on how best to support their child with respect to numeracy skill development.

H. Achievement Leaders

1. Support form tutors with the use of numeracy tutorial resources.
2. If there are concerns about any aspect of a pupil's/student's numeracy then to liaise with the Curriculum Leader for mathematics who will then discuss with the relevant mathematics teacher and inform AG+ so that additional support may be put into place.

I. Form Tutors

1. Make use of numeracy tutorial resources within registration and tutorial sessions.
2. If there are concerns about any aspect of a pupil's/student's numeracy then to liaise with the Curriculum Leader for mathematics who will then discuss with the relevant mathematics teacher.

J. Curriculum Leaders (subjects other than mathematics)

1. Where relevant, support subject teachers in their teaching and assessment of subject related numeracy.
2. Ensure that where relevant, numeracy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny and INSET/development.

K. Other Senior Staff

1. Ensure that numeracy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny and INSET/development.
2. Provide relevant numeracy based resources and support for the development of numeracy across the curriculum.

L. Teaching and Learning Group Reps

1. Attend the calendared teaching and learning working group meetings.
2. Feedback to departments to ensure that all teachers are up to date with the development of numeracy at whole school level.

M. Numeracy and Literacy Co-ordinator

1. Attend teaching and learning working group meetings.
2. Update resources regularly.
3. Provide support as necessary to subject teachers.
4. Maintain the focus on numeracy along with literacy as whole school initiatives.