

The Leigh Academy

Numeracy Policy



Definition

Numeracy is a life skill. It is a proficiency that is developed not just in mathematics but also across the whole curriculum. Numeracy involves learners having the confidence and competence to use numbers and measures. It requires an understanding of the number system, recalling mathematical techniques and an ability to solve problems in a variety of contexts. A practical understanding of graphs, charts, tables and diagrams is an important part of numeracy.

We believe that every child can become a numerate adult – with skilful teaching in school and encouragement at home (Mathematics Made to Measure, Ofsted 2012)

At The Leigh Academy, we are committed to developing the numeracy skills of our learners, in the belief that it will raise and support their learning, enabling them to access the whole curriculum and, in turn, raise standards for all.

It is important to recognise that **all teachers** are teachers of **numeracy**. It is the key for academic success and the long-term sustainable improvement in student attainment.

Aims

- To adopt a whole Academy approach to Numeracy across the curriculum in order to raise standards of attainment for all students
- To recognise the importance of Numeracy in all subjects across the curriculum
- To identify similarities and differences in mathematical teaching in different curriculum areas and develop a common approach
- To encourage staff to take responsibility for the development of numeracy in each subject area.
- To raise staff and student awareness of key Numeracy strategies through whole Academy PD time
- To encourage students to transfer mathematical skills and apply them in everyday and unknown contexts

Strategies for ensuring progress against these aims

- All Learning Areas have a responsibility for identifying aspects of their Schemes of Work that contribute to raising standards of Numeracy and highlighting these aspects in their planning, and making it explicit to students
- All staff should encourage and promote the use of problem solving.
- Raise the profile of mathematics throughout The Academy promoting the use of numbers and measurements whenever possible.
- Students identified as Gifted and Talented will be provided with opportunities to extend and develop their understanding.

- Students will be assessed in Year 7 (baseline) to identify low levels of numeracy. These students will then take part in an intervention programme to raise standards.
- Numeracy representatives from each Learning Area will meet with the numeracy co-ordinator. They will be responsible for circulating strategies and providing feedback at meetings.

All staff

- Adopt a consistent approach to teaching numeracy skills
- Be familiar with and use strategies to equip students with numeracy skills for life.
- Indicate in schemes of work where numeracy skills are taught

Teachers of mathematics

- Encourage the use of mental arithmetic in the classroom and frequently ask students to explain their answers. Opportunities are provided for students to discuss, share and compare ideas.
- Question students on strategies undertaken and promote the use of problem solving.
- Discuss efficiency of calculations, encouraging students to develop their own methods
- Regularly ask students to consider 'rough' answers and invite them to estimate using these to provide a suitable check for their answers.
- Encourage the learning of facts and skills providing students with opportunities to practice times tables
- Use diagrams and equipment to aid understanding when possible
- Use mathematical words often to familiarise students with their meanings and to develop their understanding
- Support and encourage the use of the Numeracy policy across The Academy

Reviewed July 2017

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MSH