

St. Patrick's Academy



Numeracy Policy

NUMERACY POLICY

WHAT IS NUMERACY?

Numeracy is a proficiency, which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

AUDIENCE

Numeracy affects all individuals in all walks of life. Individuals need to be able to deal with the demands of everyday life when using numbers within computation, measurement, handling data and problem solving. To this end it is a cross-curricular issue, and for this reason it needs to be addressed by all teachers in all subject areas. It is the responsibility of each member of staff to ensure that pupils are equipped with essential life skills such as literacy and numeracy.

AIMS

The promotion and development of numeracy across the curriculum, in particular:

- Skills in reading and interpreting graphs and charts from other subject areas
- Perception of numeracy/mathematics in other subjects
- Written calculation methods
- Problem solving as a generic skill which is applicable across the curriculum

PRINCIPLES

- Where possible the mathematics department should teach numerical techniques first. If this is not possible, guidance should be given to ensure consistency across the curriculum.
- Pupils should be able to transfer acquired mathematical skills from one subject area to another.
- Pupils should understand the importance of mathematics and its relevance in everyday life.
- Proficiency in financial capability should be developed
- Pupils' acquired skills should be enhanced by the use of ICT to support and develop numeracy.
- There should be a consistent approach to teaching numerical techniques in all subject areas.
- Consistent use of correct mathematical vocabulary should be encouraged.
- Teachers should be aware of pupils' general level of mathematical ability and ensure progression to build self confidence.
- Numeracy should be promoted and co-ordinated across the curriculum.
- Teachers should use a wide range of strategies to cater for different abilities and learning styles.
- Positive attitudes towards numeracy should be fostered.
- Parents should be encouraged to support pupil learning in numeracy.
- Assessment should be varied and matched to teaching approaches and used to inform future learning.

- Learning and teaching should take into account the key role of language.
- Pupils should be encouraged to take responsibility for their own learning.
- Process skills in numeracy should permeate all work.
- Good practice should be disseminated.
- Numeracy should be promoted as an essential life skill.

Monitoring and Evaluation

- Regular monitoring and evaluation will be carried out by the teaching staff, Heads of Faculties and Senior Management in collaboration with the Numeracy Co-ordinator.
- Lesson Observations
- Interviews with staff
- Work sampling (Quality Assurance process)
- All subjects are asked to retain and forward evidence of the development/promotion of Numeracy in their subject area
- Analysis of Key Stage 3 results
- Analysis of GCSE results
- Analysis of PTM data

***Pupils must provide a calculator. From Year 11 this must be a scientific calculator. It is essential that pupils are familiar with their own make and model of calculator by the time they take their GCSE exam or their grade will be adversely affected.