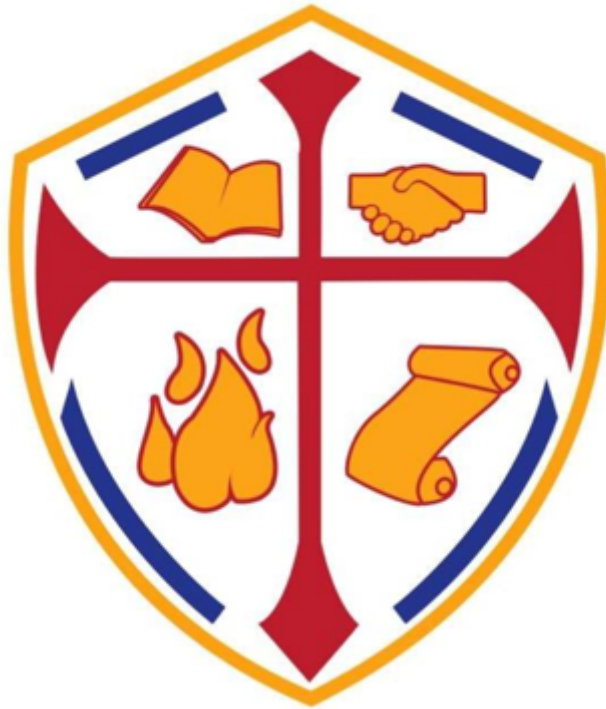




AllSaints
CATHOLIC SCHOOL

Numeracy Policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by
Chair of
Governor:

Date:

Last reviewed on: September 2024

Next review due September 2025
by:



All Saints Catholic School

Numeracy Policy

Rationale

All Saints Catholic School is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

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 students 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 skillful teaching in school and encouragement at home. (Mathematics made to measure, Ofsted 2012)

Aims

The staff at All Saints Catholic School are committed to developing the numeracy skills of our students, in the belief that it will 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 attainment.

- To adopt a whole-school 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 and consistent 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 school CPD and Drop Down Skills Days
- To encourage students to transfer Mathematical skills and apply them in everyday and unknown contexts
- To recognise exceptional achievement, reward effort and celebrate excellence in Numeracy across the school



Strategies for ensuring progress against these aims

- All departments 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 them explicit to students
- All staff should encourage and promote the use of problem solving
- Raise the profile of Mathematics throughout the school, promoting the use of numbers and measures whenever possible
- Students identified as more able will be provided with opportunities to extend and develop their understanding
- Students will be assessed in Year 7 to identify low levels of Numeracy. These students will then take part in an intervention programme led by the SENCO to raise standards.
- Numeracy Challenges in forms and across year groups will be outlined, shared, delivered and developed by the Numeracy Coordinator.

All Staff

- Are expected to and responsible for promoting numeracy skills when they arise naturally within their subject
- Adopt a consistent approach across the school in teaching numeracy skills
- Be familiar with and use strategies to equip students with numeracy skills for life
- Recognise and reward students where numerical skills have been identified in their work

Teachers of Mathematics

- Encourage the use of mental work in the classroom and frequently ask students to explain their answers. Provide opportunities for students to discuss so enabling them to 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 throughout



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Conclusion

*The role of the Numeracy Coordinator in conjunction with the Mathematics Department, **ECEND** and the Teaching & Learning Team is to ensure that the explicit teaching of basic numeracy and mental arithmetic skills, including those of number, calculations, measures and handling data are securely embedded in the Key stage 3 and 4 schemes of work. These skills are consolidated at whole class and individual student level by having the opportunity to apply these skills when solving real-life problems.*

A whole-school commitment to numeracy will enhance the teaching and learning process in all curriculum areas and lead to successful and confident students.