



Numeracy Policy

2021-22

Office use

Published: May 2021	Next review: May 2022	Statutory/non: Non Statutory	Lead: Mrs G Grimshaw
Associated documents:			
Links to:			



Literacy and Numeracy are every school's core business. All concerned need to be aware that ensuring that their students are literate and numerate is a highly important whole school responsibility.

Numeracy at The Holgate Academy

There are many definitions of numeracy and mathematics both in respect of their sameness and their differences. Our school takes the view that **all staff** share responsibility for our students' development of numeracy. Numeracy is a proficiency, which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. (National Framework for teaching Mathematics, 1999)

All, including mathematics teachers, must be aware of the demands their learning area makes on their students' numeracy. Those involved in teaching mathematics lay the groundwork, and other learning areas provide opportunities every day for students to build upon.

Aims and Objectives at The Holgate Academy

Numeracy should be promoted throughout all areas of the curriculum in a consistent and efficient manner. Also it should be noted that learning, teaching and assessment of numeracy should be appropriate to students' needs.

At The Holgate Academy our aim is to ensure that all students:

- ✓ Have the ability to make sense of more than just numbers.
- ✓ Are consistently developing mental strategies as well as pencil and paper methods.
- ✓ Are able to use correct mathematical language.
- ✓ Possess a confidence and competence in using and applying numeracy, recognising that skills are transferable across different subject areas and in a variety of contexts.

Rationale & Equal opportunities

Numeracy is an outcome of the programs of study and is therefore a right for all students, not a privilege for some. At Holgate, we believe that students have entitlement to a numeracy rich learning environment in school, regardless of perceived ability, and that students' self-confidence and beliefs in both themselves and mathematics need to be high if success is to be maximised.

The Link Between Numeracy and Literacy

The role of language is important in numeracy and there will be regular contact between the Numeracy and Literacy Coordinators to ensure that both are aware of developments in their respective areas.

- ✓ Students should use Language is an important tool for learning mathematics. Explaining to oneself, or someone else 'putting it into their own words', can be a powerful means of

- working through and clarifying ideas.
- ✓ Allowing all students to explain ideas builds students confidence which leads to success.
 - ✓ Language as a tool for reflecting on their mathematical experiences and hence for their own mathematical learning.
 - ✓ Students also need to develop the skills of recording their mathematics. The first forms of recording are likely to be in everyday language or in pictures or diagrams. Gradually these representations may be shortened, leading to the need to use symbols.
 - ✓ Students will regularly be asked to write explanations of their workings and methodology, as well as being able to solve problems.

Monitoring and evaluating progress and provision

All staff will be involved in the regular monitoring and evaluation of the implementation of the numeracy policy. Maths staff will support numeracy development in all lessons but focus on numeracy. An audit of the use of numeracy within all subjects of the curriculum will be undertaken. These will be undertaken by the Numeracy coordinator/Head of Maths and included within the faculty review report for that subject.

Role of all staff in the promotion of numeracy

All staff are considered to have a part to play in achieving a high standard of numeracy in the school and should recognise that numeracy is best promoted through purposeful teaching and enjoyable learning opportunities.

Teachers in all areas must be alert to opportunities that they can use deliberately to reinforce and augment their students' numeracy and to consider any opportunities for cross-curricular involvement as well as opportunities to include any "cultural capital" activities linked to numeracy in lessons. The purpose here is to try to lessen any barriers to learning put in the students' way, which might lead to confusion or misunderstanding and hence hinder progress.

Some situations occur regularly and require people to identify shapes, compute, measure, interpret data or recognise relationships. Other situations, however, may call for the use of several mathematical skills to be used together or of procedures that require time and effort. Numerate people are ready for any problem-solving situation, even one so new to them that they have no model to call upon and so must devise their own.

Each curriculum area has its own numeracy requirements, and students may not always have acquired from their study of mathematics the particular knowledge and skills needed to meet them. Teachers in other areas of study therefore have a responsibility to help their students attain the level of numeracy their areas demand. In this way all teachers contribute to their students' developing numeracy.

When deciding upon what strategies to use with their students, teachers will need to take into account:

- The aspect of numeracy they are helping their students learn (a spatial skill, for example, or an algorithm);
- The type of mental activity their students must engage in;
- The characteristics of their individual students (such as their prior understandings, their

- strengths and weaknesses, and their preferred style of learning);
- Their classroom environment - including the learning resources at their disposal;
- The usefulness, for particular learning activities, of electronic aids such as calculators and computers;
- The need to assess their students in order to monitor their progress and confirm their achievement;
- Finally, teachers will need to take into account and build upon their own teaching strengths and preferences.

When the foundation for numeracy is well laid in the mathematics classroom, teachers in other areas will be better placed to build upon it. They will be able to reinforce and add to what their students have learned by getting them to use their mathematical understanding in a variety of other contexts and situations, and as a result students become more numerate.

The Role of Parents

The parents' role in the numeracy and mathematics development of their children is crucial and to be encouraged. To do this effectively, parents should:

- ✓ Talk to children about their mathematics.
- ✓ Become informed about the nature of mathematics and numeracy.
- ✓ Make their children aware when they as parents are faced with mathematical demands in their everyday lives, and display a positive attitude when they face these demands.
- ✓ Ask their children to explain their mathematical thinking when doing maths homework or performing everyday mathematical tasks.
- ✓ Use the links on school website and to aid their children's understanding.
- ✓ Build children's confidence and develop their interests in mathematics.
- ✓ Praise children when they notice some new development in their mathematics understanding and skills.
- ✓ Be patient in regard to their child's development and discuss concerns with the teacher.
- ✓ Look at attempts to record mathematics, responding to their ideas and then praising the progress towards standard mathematical representations.
- ✓ Show their children through their words, actions, and attitudes that they believe that the children will become confident and competent users of mathematics.

Policy Review:

The working of this policy will be reviewed by the Governors.

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice