

## Numeracy Policy

### **Scope**

Whole school

### **Relationship to School's Mission/Vision/Aims**

### **Definition**

Numeracy includes the capacity to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. Students need to be able to think and communicate quantitatively, make sense of data, have spatial awareness, understand patterns and sequences and recognise situations where mathematical reasoning can be applied to solve problems.

### **Rationale**

- To ensure a systematic approach to the teaching of Numeracy in the school.
- To equip students with the basic skills necessary to evaluate and interpret quantitative data.
- To promote an understanding and appreciation of the role of numbers in the modern world.

### **Objectives**

To support, highlight and reinforce the cross-curricular nature of Numeracy within education.

### **Policy Content**

To use a whole-school approach to Numeracy, in which addition, subtraction, multiplication and division are targeted across all subjects. The school aims to achieve this through the following:

- Linking *Specific Learning Objectives* to Numeracy
- Using a common approach to allow students to calculate their own percentages on test results.
- Supporting Numeracy through team-teaching and withdrawal of students
- Highlight the Numeracy specific words across all subjects.
- Promotion of mental arithmetic for use in estimation where appropriate.
- The use of 'Maths Week' to promote Numeracy as a fun and rewarding pursuit.

## **Roles and Responsibilities**

### **Board of Management**

- To ensure that the policy is developed and evaluated over time.
- To approve the policy at a meeting of the board.
- To consider reports from the principal on the implementation of the policy.

### **Principal/Deputy Principal**

- To establish structures and procedures for the implementation of the Numeracy policy
- To monitor the implementation of the policy.
- To ensure that the policy is reviewed after an appropriate length of time.

### **Parents**

- To encourage the use of mental arithmetic at home and when shopping.
- To provide a positive approach to maths homework and to assist appropriate.
- To encourage students to use bus/train/cinema timetables.
- To support the correct use of calculators.

### **Learning Support/Resource Teachers**

- To facilitate use of calculators as only a tool of Numeracy.
- To incorporate Numeracy within specific learning objectives.
- To improve Numeracy levels through withdrawal from class for learning support.

### **Subject Teachers**

- To identify and highlight Numeracy within the subject.
- To highlight cross curricular Numeracy.
- To promote mental arithmetic and the use of estimation.
- To allow students to calculate their own class test percentages.
- To use common terminology when describing numerical problems and situation e.g. tables and graphs

**Success Criteria**

Numeracy is included in specific learning objectives across all subjects.

Test percentages are regularly calculated by students.

Students are able to use mental arithmetic to find 'ball park' figures to common problems.

**Monitoring Procedures**

The SALT committee will monitor the procedures as set out in the policy on a regular basis.

**Review Procedure**

The procedures are reviewed by the SALT committee every year initially.

The SALT committee will refer this policy to all partners in education.

**Timeframe**

Continuous