

Numeracy Policy

INTRODUCTION

What is numeracy?

Numeracy is a life skill. Being numerate goes beyond simply 'doing sums'; it means having the confidence and competence to use numbers and think mathematically in everyday life.

Why is it important that we raise the standard of our students' numeracy skills?

- Adults who struggle with numeracy are twice as likely to be unemployed as those who are competent.
- Recent studies have shown that numeracy is a bigger indicator of disadvantage than literacy
- There are many situations where students will need to use their numeracy skills in later life, for example; being able to assess statistics used by advertisers or politicians, being able to manage family budgets – credit cards, offers at supermarkets etc and being able to estimate in all kinds of situations e.g. journey speed, time and distance, roughly how much a bill will be or their expected bank balance at the end of the month.
- Having a numerate population is vital to the UK building a strong economy and competing globally.
- Poor numeracy is a huge and neglected problem. According to the most recent Skills for Life survey, almost 17 million people in the UK have numeracy skills below those needed for the lowest grade at GCSE – for literacy the comparable figure is 5 million.

Information taken from www.nationalnumeracy.org.uk

NUMERACY AT CHESLYN HAY ACADEMY

We want every student in our school to reach a level of numeracy that allows them to meet their full potential in their adult life. We believe that this is possible but that it will require sustained and coordinated effort from teachers and the learners themselves.

We see changing students' attitudes as a vital element. Numeracy is not something that you either simply can or cannot do. It is challenging and demands persistence in order to progress, whatever level a student is working at. It is important that numeracy is not seen as something that is only taught within maths lessons. Some level of numeracy is required to make good progress in almost all other subjects e.g. in Art, the use of symmetry and in Geography, statistical analysis of data.

What are we doing in school at present to help improve students' numeracy skills and to raise awareness and the importance of numeracy?

- Teachers are not expected to 'crowbar' numeracy into lessons, but are expected to promote the use of numeracy in lessons other than maths in the following ways:
- Exploit opportunities to use numeracy where they occur naturally
- Outline to students the links between what they learn in maths and how this is relevant in other subjects
- Signpost students to the numeracy pages in their Learning Journals, and get them to sign their journals where they've used numeracy in another subject
- Aim to provide a consistent approach to maths in other subjects; see the Numeracy Coordinator (TPO) or another maths teacher for guidance if necessary
- As a tutor, incorporate the numeracy activities as directed by the Numeracy Coordinator and Head of Year
- Encourage a positive view of numeracy and maths by avoiding making negative comments (e.g. 'I wasn't very good at maths...' or 'I can't do maths...')

Along with the high standards of teaching and learning of numeracy within the maths lessons at the school, the following are other strategies that are currently being used:

- Numeracy pages in students' Learning Journals: these provide guidance on topics which may be useful in other subjects and enable students to record where they have used numeracy in other subjects
- Some subjects incorporate numeracy elements of their schemes explicitly (e.g. Science)

- Regular, weekly numeracy activities within registration time to consolidate and support core numeracy skills
- Numeracy home learning set during year 7 Independent Studies lessons.
- GCSE maths revision resources are used within registration time.
- Maths teachers support learning mentors to enable them to help students with their maths revision.
- Raising the profile of maths and numeracy within the school by presenting maths challenge certificates within reward assemblies, celebrating success in maths through the termly school newsletter and displaying a league table of the student usage of the Manga High website.
- The Director of Maths and Numeracy is on the Senior Leadership Team to enable a whole-school focus on numeracy
- A dedicated Numeracy Coordinator organises whole-school numeracy activities
- A Numeracy Progression Mentor works with students who require maths and numeracy intervention.

Plans for the future

- Continue to embed tutor time numeracy
- Invite nominations from other subjects for Maths Wizard of the Week
- Display students' photos in a prominent place to promote Maths Wizard of the Week
- Use a specially-designed praise postcard to go home for Maths Wizard of the Week
- CPD for new-starters or other interested teachers
- CPD in the form of a TeachMeet for sharing good practice
- Ensure Heads of Department give some development time over to how numeracy is incorporated in subjects other than maths
- Ensure maths teachers signpost students to support pages in the Learning Journal in the first instance

Lead SLT member: PHA

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