The ContinU Plus Academy

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# Numeracy Policy

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# The ContinU Plus Academy

**A current Definition of 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 are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

(Framework for Teaching Mathematics – yrs 7 to 9 – DfES)

**Ethos**

Continu Plus Academy is committed to raising the standards of numeracy of all 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.

This policy aims to:

- Detail how Maths teachers work through every lesson encouraging good practice to improve the numeracy of all students whilst teaching them all other aspects of the Mathematics curriculum.
- Suggest topics within each Curriculum Area where Numeracy can be addressed.
- Offer quick activities and games to promote Numeracy.
- Commit support to all Teachers and Learning Coach for the delivery of Numeracy across the curriculum as well as in Maths lessons.
- Encourage whole school participation in the promotion of a positive attitude towards Numeracy and Mathematics.

**Mathematics Teachers**

Teachers of mathematics all follow the same basic principles to promote good numerical practice in lessons. All teachers will:

- Have the highest expectations of the students and ensure that the numerical content is of a high standard.
- Discourage students from writing down answers only and encourage students to show their numerical working out within their work.
- Encourage the use of estimation particularly for checking work.
- Encourage students to write mathematically correct statements.
- Recognise that there is often more than one correct method and students will be encouraged to develop their own correct methods where appropriate rather than be taught in ‘set’ ways.
- Allow and encourage students to ‘vocalise’ their maths – a necessary step towards full understanding for many students.

- Help students to understand the methods they are using or being taught – students gain more and are likely to remember much more easily if they understand rather than are merely repeating by routine.
- Encourage students to use non-calculator methods whenever possible
- Encourage students to use the correct language e.g. use the word mean rather than average.
- If problems with numeracy are identified then the Mathematics department and 1-1 intervention teams will be informed.

**Learning Coaches**

In order to make effective use of Learning Coach in lessons, all Maths teachers will provide support to the Learning Coach that they work with and training will be provided to the Learning Coach on a whole school basis. The Learning Coach should also be supported through CPD.

**Responsibilities of all Curriculum Areas**

Maths has relevance in all subjects. Every teacher has responsibility to promote numeracy in their subject area.

*"Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities." (Professional Standards for Teachers)*

The following details some general ideas and subject specific advice to help support our students' Mathematical development.

**English**

- Comparison of two data sets on word and sentence length
- Understanding the English meaning of words like: quality, quantity, cumulative, range, frequency, as well as the key exam words: solve, estimate, explain, evaluate, compare, etc

**Science**

- Calculating with formulae
- Drawing and interpreting graphs
- Information and Communication Technology
- Representing data
- Considered use of graphs

**Humanities**

- Representing data
- Use of spreadsheets
- Use of timelines
- Sequencing events
- Interpretation and comparison of date gathered from secondary sources

**Design Technology / Food Technology**

- Recipes as a ratio
- Reading scales
- Converting between metric and imperial units
- Measuring skills
- Units of area and volume
- Converting between units of measure
- Scale and proportion

**Art**

- Symmetry: line symmetry and rotational symmetry
- Ratio: mixing paint colours (eg: for deep orange mix red and yellow paint in a ratio 2:1)

**Physical Education / Outdoor Education**

- Collection of real data for processing in Maths
- Coordinates and grid references
- Bearings

**… and finally**

Please do:

- Collaborate with the Maths teachers within the school. If you know that you have a chance to address numeracy through a topic you are doing and would like some support, please ask.
- Encourage students to work out the answers to numerical questions for themselves, rather than tell them the answers.
- Promote a positive ethos of Maths around the school. If students feel that the adults around them dislike Maths, then they will often follow.