

## Numeracy Policy 2016/17

### **Mission Statement**

“Trinity is a Catholic learning community devoted to the Common Good, which calls all by name to the knowledge of the Father and love of the Son, enriched by the gifts of the Holy Spirit”.

### **Introduction**

*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)*

Numeracy is a life skill, vital for everyday life in the adult world. It is a proficiency that is developed not just in Mathematics but also across other subjects within school. Numeracy involves learners 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.

At Trinity Catholic School, we are committed to developing the numeracy skills of our learners, 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**. Even where number is not involved in a lesson, often numeracy can be incorporated in the form of problem solving. It is the key for academic success and the long-term sustainable improvement in pupil attainment.

### **Aims**

To adopt a whole-school approach to Numeracy across the curriculum in order to raise standards of attainment for all learners.

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 approach (particularly in the STEM faculty).

To encourage staff to take responsibility for the development of numeracy in each subject area.

To raise staff and pupil awareness of key Numeracy strategies through whole school inset time.

To encourage learners to transfer Mathematical skills and apply them in everyday and unknown contexts.

### **Implementation at whole-school level**

#### **Roles and Responsibilities:**

**SLT:** lead and give a high profile to numeracy

**Maths Department:** Responsible for delivery of knowledge, skills and understanding pupils need to access numerical work across the curriculum.

**Teachers across the curriculum:** encourage and promote the use of problem solving, number, measure, graphs and charts to varying degrees, integral to all lessons;

**Numeracy FIG group:** Will work to improve this document to support departments in the implementation of strategies. The Numeracy FIG group will encourage departments to learn from each other's practice by sharing ideas.

**SENCO:** Responsible for quality assurance of standard of progress in numeracy across the school for SEND pupils

**Pupils:** take increasing responsibility for identifying their own Numeracy needs through their HHH marking and using DIRT time to improve Numeracy within their own work

**STEM Faculty:** Will work together to ensure that pupils have a wide range of extracurricular experiences to promote a passion in the STEM subjects and show numerical applications in real life.

**Governors:** an identified governor should meet with staff, analysis the quality assurance and report progress and issues to the governing body.

## All Staff

Adopt a consistent approach to teaching numeracy skills.

Be familiar with and use strategies to equip students with numeracy skills for life.

Indicate in schemes of work where numeracy skills are taught.

## Marking for Numeracy:

Each teacher will make Numeracy a focus in HHH marking by using **Purple Pen** to highlight numerical problems.

Students should respond to the **green**.

## Quality Assurance

- sampling work – both pupils' work and departmental schemes;
- observation
- meetings
- student voice
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

## The more able

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils by using extension tasks and inspiring our able students to follow STEM careers
- continue to develop teaching and learning which supports and challenges able pupils.