

## NUMERACY POLICY

Review Due:	
Last Review	January 2017
Applicable to:	Bristol Futures Academy
Reviewed by:	RLG

### Rationale

Bristol Futures Academy is committed to raising the standards of numeracy of all of 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.

**The purposes of our whole-school Numeracy policy is to develop, raise, maintain and improve standards in Numeracy across the school by:**

- Ensuring consistency of practice including methods, vocabulary, notation, etc... (Refer to the Calculation Policy and Mathematics Policy)
- Indicating areas for collaboration between subjects.
- Familiarising all staff with the key Numeracy strategies used to enhance students' skills and make them aware of their responsibilities and contributions to the development of student Numeracy in their area.
- Assisting in the transfer of students' knowledge, skills and understanding between subjects and encourage students to explore Mathematics in other contexts.
- Raising the profile of Mathematics taught in other curricular areas.
- Developing students' confidence and in particular those identified as at risk of underachieving.

### Policy Procedures

#### **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.

This will be presented in different ways depending on the ability of the group and type of teaching environment.

**All staff should:**

- Be aware, through data, of the Numeracy needs of the classes they teach.
- Address Numeracy issues in their planning, teaching and marking.
- Be familiar with strategies for developing Numeracy skills in their subject.
- Implement the Numeracy policy, mathematics and calculation policy consistently.

**Subject leads are responsible for:**

The role of the Coordinator is to support the development of effective teaching, promote positive attitudes towards math's, inspire colleagues and lead by example in the way that they teach in their own classroom. This can include:

- Teachers being familiar with the Framework to support their lessons
- Advising and organize on in service training to staff where appropriate
- Observing colleagues teaching every second term with a view to identifying the support they need
- Attend cluster meetings and networking with in SEND school and mainstream schools.
- Advising staff on how to support children with varying needs during mathematics lessons
- Helping support staff become familiar with the Framework and increasing the skills and confidence necessary for the teaching of mathematics
- Advising staff on the assessment of mathematics
- Providing staff with a scheme of work and ensuring progression
- Coordinating resources
- Bringing new ideas to the attention of staff

**Teachers of subjects other than Mathematics should:**

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- Be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy skills.
- Provide information for Mathematics teachers on the stage at which specific Numeracy skills will be required for particular groups.
- Provide resources for Mathematics teachers to enable them to use examples of applications of Numeracy relating to other subjects in Mathematics lessons.

**Additional Relevant Documents**

Calculation Policy  
Mathematics Policy