ARCHBISHOP BLANCH SCHOOL

WHOLE SCHOOL NUMERACY POLICY

POLICY WRITTEN BY:	Numeracy Co-Ordinator
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Community, Compassion, Forgiveness, Friendship, Thanksgiving, Trust

Whole School Numeracy Policy

Contents:

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

Aims and Strategies

Definition of Numeracy

Numeracy complements literacy and is sometimes called 'mathematical literacy'. Both skills are needed in order to function fully in modern life.

Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. Being numerate is as much about thinking and reasoning logically as about 'doing sums'.

It means being able to:

- Interpret data, charts and diagrams
- Process information
- Solve problems
- Check answers
- Understand and explain solutions
- Make decisions based on logical thinking and reasoning.

Numeracy involves skills that are sometimes not adequately learnt in the classroom – the ability to use numbers and solve problems in real life.

(As defined by www.nationalnumeracy.org.uk, 2017)

Numeracy is at the heart of all learning and is involved in all aspects of our daily lives. As teachers of all subjects at Archbishop Blanch School, it is our duty to enable and encourage all learners to develop in all of the above and therefore become young numerate adults. Numeracy skills can be developed across the curriculum, not just what happens in maths lessons, and therefore the development and consolidation of numeracy is a whole school responsibility.

Aims of the Whole School Numeracy Policy

1. To develop, maintain and improve standards of Numeracy at every key stage.
2. To raise the profile of numeracy across the curriculum.
3. To ensure that all teaching and learning is embedded with numeracy that is relevant, meaningful and mathematically accurate.
4. To give students of all abilities and backgrounds the opportunity to improve their numeracy skills.
5. To raise the awareness of Numeracy amongst staff through training, twilights, departmental and numeracy meetings.
6. To encourage staff to share good Numeracy practice and engage in cross curricular Numeracy activities to ensure consistency of practice.
7. To identify the roles and responsibilities of staff with regards to Numeracy within school and indicate the areas of collaboration between faculties.

Strategies

Develop a positivity towards Numeracy
All staff have the responsibility to be Numeracy role models – demonstrating positive attitudes surrounding Numeracy and Maths as well as expressing the importance to students in real life. Staff should encourage students to engage with Numeracy posters, challenges and form time numeracy, also.

Develop a consistent approach to Numeracy
In order to develop a consistent approach to Numeracy across the school, staff should:
- Use agreed approaches to Numeracy
- Ensure any relevant equipment that can be used for Mathematical reasons is available
- Encourage students to estimate an initial answer in order to decide if their answer is realistic
- Follow any mathematical notation and be consistent with this
- Encourage students to show all working out for all numeracy based questions and activities
- Assist in encouraging students to use mental calculations wherever possible
- Use correct mathematical language such as 'subtract' rather than 'take away'

Ensure Numeracy support is available
Numeracy faculty leads will be appointed in each faculty and each faculty lead will meet half termly with the Numeracy Coordinator. The Numeracy faculty lead will assist in developing Numeracy within their faculty, completing subject audits, QA for Numeracy in their areas and developing resources and teaching ideas to develop the use of Numeracy in their area.

The Numeracy handbook will be based upon that supplied by School Improvement Liverpool and will be adjusted to suit the needs of the school. The results of the subject audits supplied by faculty leads in Numeracy and any requests from staff will then be built into the handbook. It will contain explanations of key concepts, key terms, language and notation as well as explanations for how to begin explaining a topic. Any areas of development a department may need will be addressed in the handbook at the first opportunity by the Numeracy Coordinator.

Each faculty will be given the opportunity to talk about numeracy and their ideas in their department meetings at least once a half term. Any needs will be brought to the attention of the Numeracy Coordinator and they will be addressed.

Posters specific to the needs of each faculty will be created and given to the faculty leads to ensure the display.

Raising the profile of Numeracy
Numeracy Noticeboard will display all Numeracy information as well as any Numeracy competitions and their winners. Numeracy Noticeboard will also include a mathematician of the week and allow students to research these mathematicians and plan a poster to display this.

Numeracy problems will be provided in form time to raise the profile of Numeracy for all and Numeracy Ambassadors will be in place from each form to assist in the encouragement of all students in Numeracy activities.

Numeracy posters and problems will be displayed around school to generate discussion amongst students and staff.

Roles and Responsibilities

Role of Senior Leadership Team
  ➢ To lead and give a Numeracy a high profile
  ➢ Lead in delivering the school's Whole School Numeracy Policy
  ➢ Provide opportunity for staff Numeracy training
  ➢ Support the Numeracy Coordinator's initiatives
  ➢ Monitor the implementation of the Numeracy Policy in all departments
  ➢ Allow a budget specifically for Numeracy
  ➢ Ensure the Governing Body are up to date will all Numeracy developments

Role of Numeracy Coordinator
  ➢ To support all departments in implementing the Numeracy Policy
  ➢ To lead Faculty Numeracy lead meetings and share good practice with all staff
  ➢ To work with all staff in raising the profile of Numeracy
  ➢ To coordinate any catch up Numeracy strategies and intervention
  ➢ To create a Numeracy proposal and ensure all proposals are carried out
  ➢ To work with other schools and SIL to assist in developing Numeracy for life
  ➢ To provide Numeracy training in the form of a twilight or INSET
  ➢ To devise a subject audit for Numeracy across all faculties
  ➢ To provide parents with any information they may need to support their child's Numeracy
  ➢ To create and advertise Numeracy across the curriculum
  ➢ To create and implement a Numeracy Newsletter to provide information for parents
  ➢ To create and monitor the use of the Numeracy Noticeboard and its' effectiveness

Role of Heads of Department
  ➢ To ensure there is Numeracy within all schemes of work
  ➢ To seek opportunities to develop Numeracy within their subject and liaise on this with the Numeracy coordinator and the Maths department
  ➢ To monitor the department's use of Numeracy in teaching and learning
  ➢ To encourage good practice with regard to the development of Numeracy
  ➢ To ensure that displays contain accurate mathematical notation and language

Role of the Numeracy Faculty lead
  ➢ To attend half termly Numeracy meetings
  ➢ To work with the Numeracy Coordinator to lead in developing Numeracy across the curriculum
  ➢ To feedback on any developments and seek to improve where necessary
  ➢ To Quality Assure Numeracy where necessary
  ➢ To complete all subject audits and feedback where help is required

Role of all subject teachers

- ➢ To model a positive attitude towards Numeracy
- ➢ To ensure that Numeracy is factored when planning lessons
- ➢ To ensure that they identify any Numeracy support they require and inform their head of department and/or faculty lead for Numeracy
- ➢ To ensure Numeracy links are highlighted to students within lessons
- ➢ To ensure the correct use of mathematical language and notation
- ➢ To demonstrate to the students how they themselves use Numeracy in real life

Role of all non-teaching staff

- ➢ To model positive attitudes towards Numeracy
- ➢ To encourage students to recognize how they themselves use Numeracy skills in real life

Monitoring and Evaluation

Evaluation of the Numeracy policy and all initiatives is key and will be carried out regularly. The Whole School Numeracy Policy will be monitored and evaluated through:

- ➢ Book scrutiny
- ➢ Departmental schemes of work
- ➢ Departmental displays
- ➢ Lesson observations
- ➢ Learning walks
- ➢ Numeracy faculty lead meetings
- ➢ Subject audits
- ➢ Numeracy noticeboard participation
- ➢ Departmental meetings
- ➢ Student voice
- ➢ Sharing good practice