



## **Bridlington School**

## **Numeracy Policy**



Approved by:

Last reviewed on:

Next review due by:



**Lead Practitioner for Numeracy: Victoria Hanson**

*Numeracy, simplifies your life and multiplies your opportunities*

## Raising the Standards of Numeracy at Bridlington School

### 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 an understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables. This document provides information and calculation methods to allow a consistent approach to mathematics across the curriculum which will result in students mastering the skills.

### Aims

Bridlington School is committed to raising the standards of numeracy for all of its students, so that they develop the ability to use numeracy skills effectively and with confidence in all areas of the school curriculum and later with the demands of further education, employment and adult life.

*'Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways.'*

### All staff should:

1. 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.
2. Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
3. Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
4. Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.
5. Be aware of strategies and interventions being employed in the mathematics department to raise numeracy standards.



## Roles and Responsibilities

### Senior Leaders will

- Lead, monitor and provide high profile to numeracy.

### Middle Leaders will

- Ensure that opportunities for disciplinary numeracy are clearly identified in schemes of work, and that there is obvious progression through the key stages;
- Ensure numeracy across the curriculum is embedded in each department;
- Ensure that key skills are used consistently across departments and are accessible to all students;
- Ensure that all department members are aware of the numeracy demands of their subject and that progress is reviewed termly.

### The Maths Department will

- deliver the National Curriculum knowledge, skills and understanding, including problem solving. Where appropriate they will make references to the applications of Mathematics in other subject areas and where possible give contexts to topics.
- Provide students with knowledge, skills and understanding they need to be numerate;
- Plan schemes of learning which support progression and an even coverage of basic numeracy skills;
- Address common errors, misconceptions and explicitly plan to address these;
- Assess record, monitor and use a range of data to identify curricular targets and provide intervention, where necessary or appropriate;
- Provide support and advice to other departments so that a correct and consistent approach is used in all subjects.
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
- Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

### The Lead Practitioner for Numeracy will

- Support departments to implement strategies to develop cross curricular numeracy skills;
- Develop and implement disciplinary numeracy strategies;



- Encourage departments to share best practice;
- Coordinate, monitor and report on numeracy interventions (e.g. Numeracy Ninjas, GL Assessment);
- Collate, monitor and respond to teacher and student voice and engagement.
- Promote numeracy through extra-curricular activities (such as Maths Week celebrations etc.)

## **SENDCO and Teaching Assistants will**

- The SENDCO will assess students and ensure that access arrangements are in place for students who struggle with numeracy skills;
- The SENDCO will facilitate Teaching Assistants in order for them to support students with numeracy;
- Monitor numeracy provision within lessons;
- Advise teachers of strategies to use within lessons;
- Model sound numeracy skills;
- Monitor and review numeracy targets, where applicable.

## **Teachers across the curriculum, as outlined in the Numeracy Handbook, will**

- Prioritise and maximise opportunities to teach numeracy;
- Address specific numeracy skills within their lessons, where appropriate;
- Support the Maths department and Numeracy Team by contributing to pupils' development of numeracy;
- Use the modelling process to demonstrate consistent numeracy skills;
- Use scaffolding and supportive techniques in order to support numeracy skills;
- Share best practice between colleagues to ensure consistency of approach and support colleagues where needed;
- Liaise with the Numeracy Lead Practitioner, where necessary, to ensure numeracy key skills are consistently taught across the curriculum.

## **Tutors will**

- actively participate in Numeracy based Tutor Time activities;
- encourage students to become confident in using numeracy;
- foster an environment where numeracy is encouraged positively;
- model and share their own reading and recommend books/ authors;
- be monitored by the Lead Practitioner for Numeracy, through Numeracy 4 Life drop ins and online tracking of participation.



## Students will

- Complete numeracy across the curriculum confidently;
- Actively participate in Numeracy 4 Life across KS3 & KS4;
- Take increasing responsibility for recognising their own numeracy needs and making improvements;
- Have access to and utilise the school numeracy resources.

## Parents can support the implementation of this policy by

- Counting with their children and encouraging them to use numeracy every day;
- Talking up numeracy, having positive conversations about numeracy and its challenges;
- Supporting the school in providing equipment to facilitate numeracy work such as, ruler and/or calculator.

## Governors

It is the role of the governing body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- Receiving feedback on this in the regular teaching and learning feedback provided by the Head teacher, Associate Head teacher or Assistant Head teacher.

## Learning Environment

Bridlington School is committed to providing:

- Displays of numeracy content relevant to the topic or national curriculum subject;
- High quality Numeracy strategies, which is up-to -date, and relevant;
- A classroom environment which is conducive to good numeracy practice.
- Provide Calculators to support learning in the classroom and examinations;

## Planning

When planning lessons, teachers should use the strategies as listed in the Numeracy Handbook:

- Provide opportunities for students to access a range numeracy skills;
- Read aloud, scaffold, reread and encourage students to read aloud;
- Plan opportunities to practise key numeracy skills;
- Provide time to address common numeracy errors;

## Monitoring and Evaluation:

We will make use of available data to assess the standards of students' numeracy. SLT, the Director of Maths, the Lead Practitioner for Numeracy and the SEND Department will meet regularly to monitor progress in the school through:

- Testing Y7 using SENT KS2/3 annually to inform and monitor intervention programmes;
- Making Numeracy Ages available on SIMS and intervention data available in a shared area;
- Sampling work through quality assurance work scrutinies;
- Undertaking learning walks to monitor provision and implementation;
- Scrutiny of development plans;
- Student and staff voice;

## Inclusion

Bridlington School students are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we will use include:

- questioning or discussion;
- a range of resources tailored to students' needs;
- creating an atmosphere where students evaluate their numeracy understanding and others' work;
- providing opportunities to reflect on work and make improvements;
- providing 121 or small group intervention and monitoring impact and progress of this.
- Provide all Y10 PP pupils with a complementary calculator to support their numeracy rich GCSE courses.

## Intervention

Students at KS2 who are below expected are tested using the GL Assessment - SENT KS2/3 for numeracy ages. Students access Numeracy intervention for catch up sessions and basic numeracy skills which is timetabled weekly.

If any students are not making reasonable progress within lesson, specific timetabled intervention will take place. Students will then work in small groups focussing on key numeracy topics to help them improve.



# Numeracy Policy

Students' across KS3 and KS4 take part in numeracy skills during form time as part of the Numeracy 4 Life challenges.

Please refer to the Numeracy Intervention Map for further details