
Belfairs Academy



Numeracy Policy October 2016

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1 Numeracy Policy

1.1 Academy Vision

Our aim at Belfairs is to raise the achievement of all our students by evaluating their mathematical skills and their ability to transfer these skills into other subject areas.

Their confidence in attempting this is initially as important as achieving the correct solution.

Mathematical skills, we believe, can be consolidated and enhanced when students have opportunities to apply and develop them across the curriculum. It is our duty to raise the confidence of our students when attempting any mathematical task.

The Senior Leadership Team is committed to the implementation and evaluation of this work. They are aware of the need to create opportunities or liaison to sustain cross curricular links forged between subject areas. The effectiveness of these links will reduce the replication of work by teachers and students.

1.2 Areas of collaboration

Techniques

There is an acceptance that students are able to tackle the same question with a variety of methods. This approach relies on mixing skills, ideas and facts and the students own preference. All departments should give every encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt complicated mental techniques when a written or calculator method is required.

Students should be encouraged to develop a cohesive and full understanding of what is needed and not rely solely on formal technique.

Vocabulary

The following are all important aspects of helping students with the technical vocabulary of Mathematics:

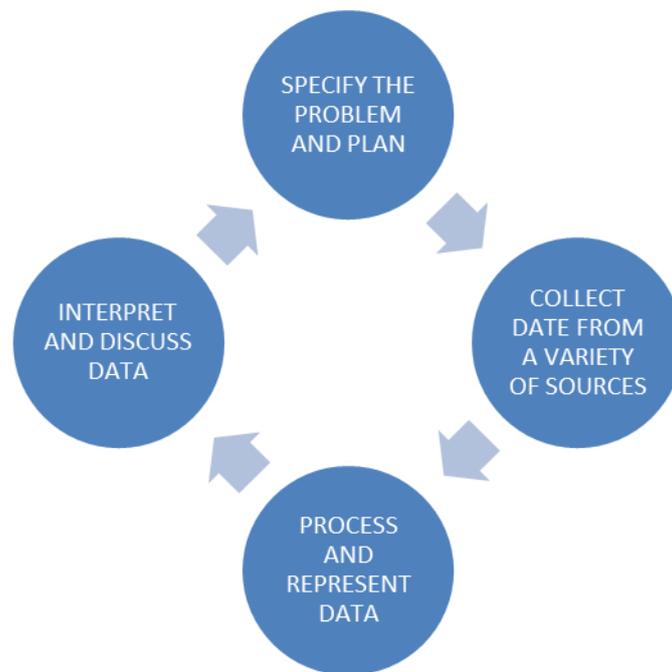
- Use of display of key words.
- Using a variety of words that have the same meaning e.g. add, plus, sum etc.
- Encouraging student to use more sophisticated vocabulary alternatives e.g. exposing them to the word multiply as a replacement for times.

- Highlighting word sources e.g. quad means four, lateral means side, so that students can use them to help remember meanings.

Students should become confident that they know what a word means so that they can follow the instructions given in a question or interpret a mathematical problem.

1.3 Measures

Students are encouraged to use the 'four-stage cycle' to work through any potential issues when transferring skills and understanding from mathematics to other subjects.



2 Responsibilities

2.1 Transfer of skills

The mathematics department will deliver the National Curriculum knowledge, skills and understanding through the Numeracy framework using direct, informative and interactive teaching. They will make reference to the application of Mathematics in other subject areas and give context to many topics.

The transfer of skills is something that many students find difficult – especially if the approaches in other subjects differ significantly from those in the Mathematics Department.

There is a need for a WHOLE ACADEMY approach whereby each department should identify the contribution it can make towards the teaching of numeracy and other mathematical skills.

The teaching of numeracy is the responsibility of all departments and the Academy's approaches should be as consistent as possible across the curriculum.

All teachers should consider students' ability to cope with the numerical demands of everyday life and provide opportunities for students to:

- Handle number measurement competently: mentally, orally and in writing.
- Use calculators accurately and appropriately.
- Interpret and use numerical and statistical data represented in a variety of forms.

Staff need to look for opportunities for drawing mathematical experience out of a wide range of student's activities. Mathematics contributes to many subjects of the curriculum, often in practical ways. The key to making the most of these opportunities is to identify the mathematical possibilities in each subject at the planning stage.

Approaches

- As an Academy we recognise that not all students in a teaching group will have the same numerical skills and where unsure of appropriate 'numerical level' teachers should consult the Mathematics Department.
- All teachers should discourage students from writing down answers only and instead, encourage students to show their numerical working out.
- All teachers should encourage students to develop their own correct methods, where appropriate.
- All students should be helped 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 simply repeating by rote.

2.2 The Literacy Coordinator will

- Lead on Numeracy across the Curriculum and ensure it has a high profile.
- Liaise with SLT and relevant stakeholders when monitoring impact.
- Audit current provision and strategically plan for development.

- Establish continuity across curriculum areas.
- Monitor and evaluate the effectiveness of Numeracy work across the school with SLT.
- Coordinate PL

2.3 Teachers of Mathematics should:

- Be aware of the mathematical techniques used in other subjects and be available to provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects.
- Through liaison with other teachers and the numeracy co-ordinator ensure that students have appropriate numeracy skills by the time they are needed for work in other subjects.
- Seek opportunities to use topics and examination questions from other subjects in mathematical lessons.

2.4 Teachers of other subjects should:

- Ensure that they are familiar with correct mathematical language and techniques, relating to their own subject.
- Liaise with the mathematics department to ensure they are aware of the key numerical skills taught for all years.
- Highlight opportunities for the use of numeracy within their subject areas.

FAQ

1. How will the provision of numeracy across the Academy be monitored?

Monitoring will be carried out in a number of ways:

- Regular review of the numeracy provision as cited in department schemes of work.
- Lesson observations.
- Feedback from students – numeracy focus group.

2. How will the Academy support teachers in using numeracy within their lessons?

The requirements of all teachers will be audited by the numeracy coordinator and the individual needs of the teacher met through tailored training.