



**Glenmoor & Winton Academies**

High Achievement – High Standards

Part of United Learning

# Numeracy Policy

## Introduction

As an Academy we are committed to raising the standards of numeracy of all 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.

*Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands a practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.* (Framework for Teaching Mathematics – years 7 to 9 – DfES)

### Aim:

The Academy seeks to develop an effective numeracy skillset among students of all year groups, which includes basic arithmetic, mathematic techniques, and the ability to solve quantitative or spatial problems in a range of contexts. We recognise that these skills are fundamental to students' motivation, self-esteem, engagement, and behaviour both within the classroom and beyond. The development of students' mathematical fluency is also a key factor in embedding numeracy across the Academies.

### Objectives:

- to develop, maintain and improve standards in numeracy across the school;
- to ensure consistency of practice including methods, vocabulary, notation, etc.;
- to indicate areas for collaboration between subjects;
- to assist the transfer of pupils' knowledge, skills and understanding between subjects.
- to promote and embed numeracy across the curriculum
- to support and assist the transfer of numeracy skills across subject areas
- to ensure a rigorous focus on key terminology and developing mathematical fluency

The GW Classroom Principles, a set of aspirational principles to guide our practice at the academies, reflect the importance of numeracy...

- 3f)** *Model good numeracy skills in all subjects when dealing with numbers*
- 3g)** *speak positively and confidently about numbers, numeracy, and maths*

### Roles and Responsibilities:

AAP Teaching and Learning and Professional Development Lead - give a high profile to Numeracy and support any training needs for numeracy and to promote GW Principles that relate to numeracy through T+L Briefings and Best Practice Briefings

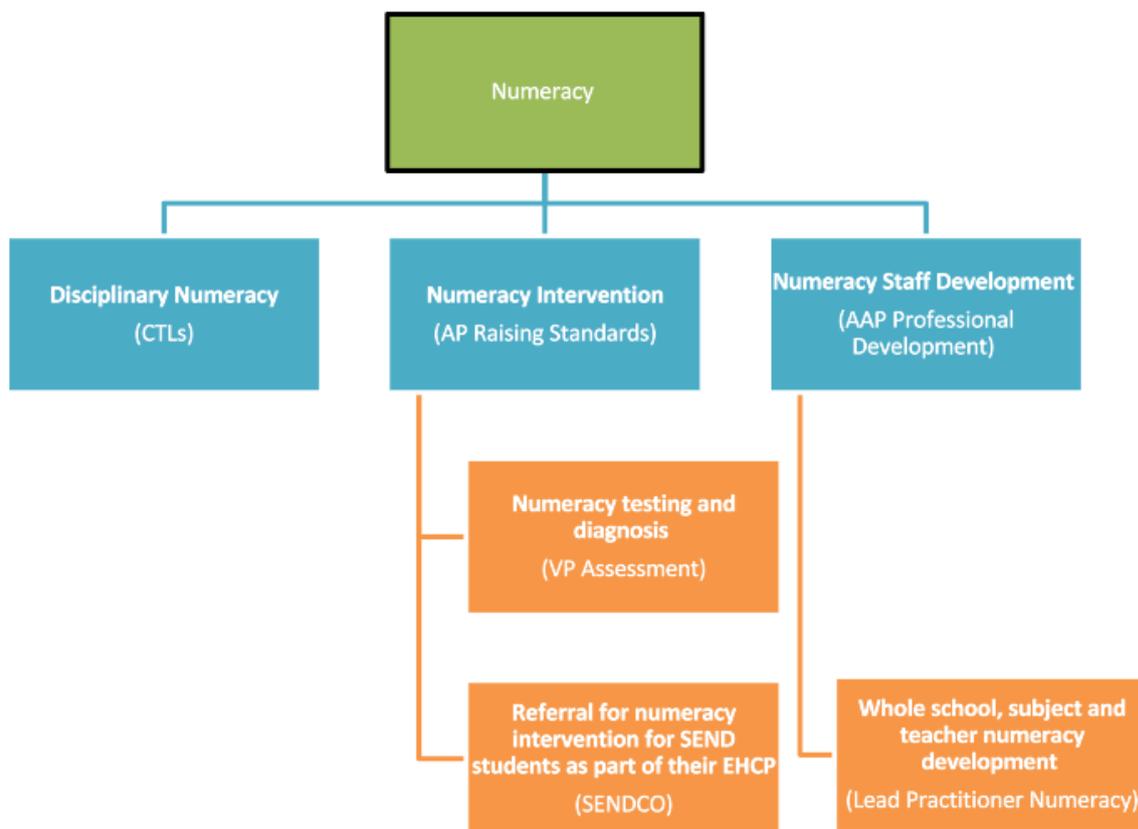
Head of Maths- lead and monitor the impact of Numeracy across the curriculum.

Maths Department- provide students with knowledge, skills and understanding they need to problem solve and comprehend mathematical concepts

Curriculum Team Leaders- responsible for disciplinary numeracy

Teachers across the curriculum- contribute to students' development of numeracy with consistent approaches to problem solving and communicating Numeracy

SENDCO- responsible for specialist targeted intervention for SEND students



### **Student Numeracy is developed through:**

Teaching of mathematics

Teachers of mathematics should:

1. be aware of the mathematical techniques used in other subjects and aid and advice to other departments, so that a correct and consistent approach is used in all subjects.
2. provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
3. 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.

4. seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

#### Teaching in other subject areas

Teachers of subjects other than mathematics 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.

#### **Intervention and Strategies:**

- Cross-curricular planning with numeracy focus
- Implementation of homework club once a week which is run by specialist maths staff. This provision is open to all
- Numeracy Intervention group delivered in tutor-time for targeted students
- Tailored ROA revision numeracy sessions in preparation for ROAs
- Whole-class feedback to embed numeracy marking and review across all subject areas
- Catch-Up Funding used for numeracy support and interventions for Year 7 students where appropriate
- KS3/4 Raising Standards agenda with specific focus on numeracy progress and outcomes. This includes collaborative review with KS3 Lead, CTLs and HOY – actions include: targeted Pop-Up SLT parents' evenings, review of tutor time provision, communication and support resources for parents, and bespoke intervention packages for students
- Knowledge Organisers embed subject specific terminology
- Numeracy questions to be included on all starter mats for the Y band

## **Assessment**

Below is a summary of the ways in which numeracy is measured:

- Sparx maths used across all year groups. Performance is tracked and carefully monitored, and this is supported by praise and celebration of positive progress and engagement
- Weekly starter mats and quizzes used across maths lessons at both key stages to track and monitor progress
- Knowledge organiser tests at the end of each term
- Numeracy tests given to all students and their numeracy age recorded

## **Staff Training: Teaching and Learning**

The Teaching and Learning priorities will often be directly related to numeracy.

Training for staff to address these priorities include:

T&L Briefings and Best Practice Briefings, which all teaching staff participate in weekly, will be focused on these priorities. In order to develop non-Maths teaching staff knowledge and understanding, each briefing will also have an input and activity on .

Learning walks, PMIs might identify a need, and if that is the case additional professional development will be provided, either through recommend reads/courses; briefings; in-subject sessions; or Commitment to My Professional Development (CTMPD) sessions.

## **Monitoring, Evaluation and Review:**

Senior leaders will be monitoring the numeracy areas through.....

- Weekly learning walks and feeding back to the Associate Assistant Principal (Teaching and Learning) so that areas for staff development can be identified and staff development can be put in place.
- Weekly PMIs carried out by CTLs, SLT and Lead Practitioners
- CTLs learning walks to ensure that disciplinary numeracy is being delivered effectively
- Frequent review of professional development opportunities within departments
- Line Management meetings
- Curriculum Reviews
- Curriculum Book Reviews
- Analysis of summative and formative data from assessments and formal testing of numeracy

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