



NUMERACY POLICY:

Principles:

This policy is designed to ensure:

1. That all students have the opportunity to develop their confidence and competence to use numbers and think mathematically in everyday life.
2. Every member of staff understands the role they may play in ensuring that students develop fully their numeracy skills in classroom, sporting, recreational and all social situations.
3. To encourage the development of resilience to problem solving and applying these skills in everyday situations

Aims:

1. To create functionally numerate students
2. Encourage students to develop resilience to problem solving and applying these skills in everyday situations
3. Challenge and adapt attitudes of students, carers and staff regarding acceptable language in conjunction with numeracy
4. Recognise importance of numeracy across curriculum and for all staff to take responsibility for developing numeracy in their subject areas

Definition:

For the purposes of the policy, "Numeracy" is defined using the international description for mathematical literacy.

"Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen". (PISA)

This is subdivided into three areas:

- a. Manage calculations with numbers
- b. Using estimation in a variety of contexts
- c. Critically assess and interpret data and statistics

A drop in session will be held during lunchtimes once a term with a member of the Mathematics Department to support staff in developing ideas in respect of improving numeracy in their classrooms. These sessions will be advertised in "This Week". The focus of the session will be

based upon one of the areas identified above. Each department should have a numeracy representative who can attend these meetings, provide feedback and circulate numeracy strategies in their department areas.

Manage calculations with numbers:

This covers what most people consider numeracy to be. Topics include:

Addition, subtraction, multiplication, division, percentages, ratio, proportion, decimals, fractions, reading scales, ordering numbers.

Although these skills are taught discretely in mathematics lessons it is the responsibility of all staff to provide a context for which these skills can be used and practised.

Using estimation:

This covers the ability to approximate and have an appreciation for the size of numbers being dealt with as well as understanding the idea of boundaries. Topics include:

Rounding to a place value, rounding to a decimal place, rounding to a significant figure, place value, scale factors, speed, time, distance, mass, cost, unit conversion, upper and lower bounds.

Although these skills are taught discretely in mathematics lessons it is the responsibility of all staff to provide a context for which these skills can be used and practised.

Interpreting data and statistics:

On a daily basis we are bombarded with statistics from advertisers, companies, corporations and politicians, Topics include:

Averages and ranges, charts and graphs, collecting data, sampling, probability.

Although these skills are taught discretely in mathematics lessons it is the responsibility of all staff to provide a context for which these skills can be used and practised.

Strategies for ensuring progress:

All departments to identify and make clear to students aspects of their schemes of work that raise standards of numeracy. Use of the MathsMorph characters to provide a visual aid and stimulus for the use of numeracy skills.

Assess students to identify levels of numeracy and provide intervention and support where necessary to raise standards.

Develop a handbook for students and carers to access that will support the learning of numeracy across all curriculum areas.

Departments and pastoral teams to use TRICS+ to embed numeracy as part of the culture of Driffield School.

Use of regular numeracy challenges for staff and students alike to complete.