



CBS Numeracy Policy 2017-2018

Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Numeracy Policy**

Considered at Governors' Committee meeting:

Date: Reviewed July 2017; for review July 2018

Is there relevance to equality?

- 1 Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. **No**
- 2 Does the policy have an adverse effect upon a group with (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) **No**
- 3 Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

CBS Whole School Numeracy Policy 2017-2018

Numeracy is a proficiency, which involves confidence, fluency 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 familiarity with the ways in which data is gathered by using number, statistics, algebra, measuring and presented in graphs, diagrams, tables and charts.

Coombe Boys' School is committed to raising the standards of numeracy of all its 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.

Aims

1. To develop, maintain and improve standards in numeracy across the school:

- Promote a positive image of the relevance and importance of numeracy
- Provide a secure foundation in mental calculation and recall of number facts with written standard methods
- Encourage and develop the feeling for number which permits sensible estimation and approximation
- Develop an appreciation of the different methods and approaches used in problem-solving
- Reference to the school policy on calculator use
- Increase s' confidence and belief in themselves in their mathematical ability
- Guidance from the Maths department on common errors and misconceptions
- Give context to topics

2. To ensure consistency of practice including methods, vocabulary and notation

- Ensure effective liaison with feeder primary schools to ensure smooth transition from KS2 to KS3.
- Use agreed approaches to calculations as outlined in the Staff Numeracy Handbook.
- Use agreed mathematical vocabulary and notation given to each department
- Lists of units used for measurement given to each department

3. To provide a basis against which progress can be judged

- Analyse KS2 data to identify s for numeracy intervention schemes in year 7
- Monitor progress from KS2 to KS3 for all s for numeracy intervention schemes in year 7
- Identify s with least progress in KS3 to participate in year 10 numeracy intervention scheme

- Book look to ensure consistency across Maths' Staff and other departments
- interviews to assess their awareness of numeracy across the curriculum

4. To indicate areas for collaboration between subjects and processes for facilitating such collaboration

- Whole school Numeracy Week where cross curricular activities to enhance numeracy skills will be encouraged
- Numeracy highlighted in cross-curricular visits

Role of Departments

Each member of staff is responsible for developing students' numeracy skills and competence within their own subject area.

Teachers of all subjects:

- have regard for the whole school numeracy policy in their planning of lessons;
- use and enhance mathematical vocabulary whenever it will enhance students' knowledge, skills and understanding of the topic;
- give emphasis to mental calculation when appropriate;
- encourage s to estimate when appropriate;
- use and explain calculations in line with the whole school numeracy handbook;
- demonstrate how to select a type of graph appropriate to the data provided;
- correctly label graphs and charts;
- correctly interpret a graph or chart and make appropriate comparisons where more than one graph illustrates the data;
- explain the steps in the solution to a problem;
- discuss and clarify why a particular method of calculation works.