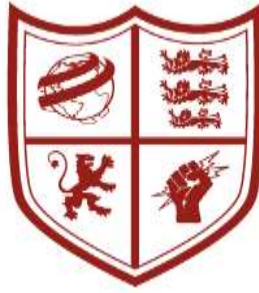




Stretford
Grammar School
Aspirat primo fortuna labori

Numeracy Policy

Ratified by Governors: 2018



Numeracy Policy

Member of staff with overall responsibility: Mrs. E. Baxter

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Rationale

Stretford Grammar School is committed to raising the standards of Numeracy for all students in order that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope with the demands of continuing education, employment and adult life. Staff in all curriculum areas have a role to play in supporting students' development of numeracy.

Definition of Numeracy

National Numeracy defines Numeracy as having the confidence and skill to use numbers and mathematical approaches in all aspects of life - at work, in practical everyday activities at home and beyond, as consumers, in managing our finances, as parents helping our children learn, as patients making sense of health information, as citizens understanding the world about us. We have worked with experts to define these as the Essentials of Numeracy.

Numeracy complements literacy and is sometimes called 'mathematical literacy'. Both skills are needed in order to function fully in modern life.

Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. Being numerate is as much about thinking and reasoning logically as about 'doing sums'.

It means being able to:

- Interpret data, charts and diagrams
- Process information
- Solve problems
- Check answers
- Understand and explain solutions
- Make decisions based on logical thinking and reasoning.

Aims

- To promote numeracy across the curriculum
- To support students' development of numeracy across the curriculum
- To develop consistency in the use of numeracy across the curriculum

Raising standards of Numeracy across the curriculum

Whole school strategy aims to:

- develop awareness of the different aspects of numeracy covered across the curriculum;
- support staff with the development of numeracy across the school and to provide training where necessary;
- provide information on appropriate numeracy expectations of different year groups;
- increase awareness of how students are taught particular skills in mathematics so that students can use these skills across the curriculum and develop transferable skills;
- identify and support the numeracy requirements of different subjects.

The role of the Maths Curriculum Leader is to:

- raise the profile of numeracy across the school;
- have a working knowledge of numeracy use across the curriculum;
- raise staff awareness of numeracy use across the school;
- raise staff awareness of the Maths curriculum across the Key Stages to establish appropriate expectations of students' skills;
- support staff with possible common practices and methods in numeracy;

- provide staff where appropriate, with exemplar support materials to support the delivery of numeracy in their subject;
- develop communication between the Maths department at Stretford Grammar School and feeder primary schools.

Students in all lessons should:

- where appropriate, make correct use of mathematical vocabulary when providing spoken or written answers;
- where appropriate, select the correct mathematical method or approach to solve a problem, checking answers using mathematical techniques;
- where appropriate, present ideas and information collected in the form of charts and tables;
- interpret, describe and explain their work rather than simply reproduce graphs, tables and charts;
- set out work carefully and systematically; calculations should always be set out so the method used is clear; graphs should always show a suitable scale, be correctly labelled and have a title.

Where appropriate, teachers in all subjects should aim to:

- support the development of numeracy within their subject;
- consider the Numeracy Policy in their planning and delivery of lessons;
- use and explain mathematical vocabulary;
- encourage students to use mathematical vocabulary;
- encourage students to use mental arithmetic and estimate;
- use and explain calculations and data;
- liaise with the Maths department when using mathematical knowledge or skills earlier with students than have been covered in the Maths scheme of work;
- address any differences in mathematical notation or symbols arising between maths and other subjects.