


NUMERACY POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Head and Leadership Team
	Approved by:	Head
	Date approved:	June, 2022
	Date adopted:	1 st September, 2022
	Next review due by:	End of 2024/25 academic year

AIM/PURPOSE

Trinity is committed to raising the standards of numeracy for all students. These skills are vital for life and well being and should be developed effectively in all areas of the curriculum.

“Teachers should use every relevant subject to develop pupils’ mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.” The National Curriculum in England KS3 and KS4 Framework (2014) DfE

GENERAL PRINCIPLES

1. to develop, maintain and improve standards in numeracy across the school
2. to ensure consistency of practice including methods, vocabulary, notation, etc.
3. to indicate areas for collaboration between subjects
4. to assist the transfer of pupils’ knowledge, skills and understanding between subjects.

ROLES AND RESPONSIBILITIES

Assistant Headteacher responsible for whole school numeracy:

- To promote the profile of Numeracy across the school
- To conduct a numeracy curriculum review
- Collaborate with SLT to ensure Numeracy is a part of the school’s appraisal structure
- Arrange relevant staff training
- To liaise with and provide support to departments based on their specific numeracy needs.
- To support parents in order to support their students with numeracy at home
- To use pupil voice to develop the numeracy provision at Trinity

Curriculum Areas

Consistency of Practice: The Mathematical Association recommend that teachers of Mathematics and teachers of other subjects co-operate on agreed strategies.

Teachers of mathematics should:

1. be aware of the mathematical techniques used in other subjects and provide assistance 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.

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.

Form Time

Activities to support student's numeracy development will be built into the structure of form time at Trinity. Form tutors will be supported with these activities by student Numeracy Leaders.

Support

Support will be provided, where necessary, throughout a student's time at Trinity to help develop numeracy. This support can include working with the Maths Mentor, SEN department and attending extra-curricular activities to support Numeracy development.

MONITORING AND EVALUATION

The policy and its implementation will be discussed at Leadership Team meetings. A review will be undertaken regularly and will contribute to the School Improvement Plan. Any changes to the policy will be approved by the Head.