

## 1. Introduction

Faringdon Community College is committed to raising the standards of numeracy of every student so that they develop the ability to use numeracy skills effectively in all areas of the curriculum. This enables students to cope confidently with the demands of further education, employment and adult life.

Every department and teacher has a crucial role to play in supporting students' numeracy development. Competent numeracy skills enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Within the context described above, this policy will set out the principles upon which the numeracy policy will be set.

## 2. Definitions

### **The development of the concept of 'numeracy':**

The Crowther Report (1959) states that numeracy is defined as a word to represent the mirror image of literacy.

The Cockcroft report (1982) defines a numerate student as one who has the ability to cope confidently with the mathematical needs of adult life - there was an emphasis on the wider aspects of numeracy and not purely the skills of computation.

**Numeracy:** In 1999, DFEE released the following definition within the National Numeracy Strategy: Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

## 3. Principles, Aims and Objectives

- a. All students should leave school with functional numeracy
- b. Numeracy intervention will be conducted in various forms to ensure progress for all
- c. Numeracy will be embedded in all relevant lessons across the curriculum
- d. Parents should be engaged with numeracy and how they can support their child's numeracy
- e. The school will ensure that dyscalculia, and other SPLD and MLD, are not a barrier to students making progress with their numeracy
- f. All staff are given regular professional development to enable them to deliver numeracy effectively

## 4. Policy

We will:

- Adopt a whole-school approach to numeracy across the curriculum that is relevant and appropriate to individual subjects
- Enable all students to attain at least reasonable functional numeracy by age 16
- Support the development of numeracy skills across the curriculum in a subject specific manner
- Maintain staff awareness of key numeracy strategies through professional development, quality assurance and subject leader meetings

- The development of numeracy will be included in schemes of work, resources and the lesson planning process across the curriculum
- Support the development of numeracy through the deployment of a range of resources in the school e.g, intervention programmes, and specialist staff
- Maintain quality assurance procedures for monitoring numeracy across the curriculum

## 5. Procedure

- Baseline assessments will be conducted on entry to FCC
- Key stage 3 and Key Stage 4 students will complete three Maths assessments each year.
- Results of testing is shared with Numeracy Intervention Lead – results used to identify students potentially requiring numeracy support
- Additional numeracy screening is completed by the SEND team to inform planning and identify areas of need
- Where concerns arise from testing, further assessments will take place to gather evidence and inform specialist interventions beyond quality first teaching

## 6. Roles and Responsibilities

Faringdon Community College believes that all staff are responsible for promoting and delivering numeracy.

All staff should:

- Ensure that they are familiar with the specific numeracy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- Use the agreed whole-school teaching and learning strategies in order to teach numeracy skills as outlined in The National Curriculum
- Be able to identify a student's numeracy strengths and areas for development, and know how to build upon these in order to promote student progress
- Provide opportunities for students to understand how important numeracy skills are to function effectively in everyday life
- Report on a student's standard of numeracy at Parents' Evenings, as appropriate, and encourage parents to support their child's developing numeracy
- Ensure that students take increasing responsibility for recognising their own numeracy needs and making improvements
- Have a numeracy focus, where appropriate, in lessons (such as key words, synonyms and planned opportunities for students to practice their numeracy skills)
- Have numeracy displays in their classroom (such as word walls, guidelines to support numeracy across the curriculum and numeracy for their specific subject)
- Engage with current research on numeracy to support their work
- Discuss homonyms of mathematical terms within their subjects to develop students' understanding (e.g. volume in Music; take away in Catering, etc.)

Teachers of mathematics should:

- Complete baseline assessments with all Year 7s on entry to the school
- 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
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups

- 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
- Seek opportunities to use topics and examination questions from other subjects in mathematics lessons

School Leaders are responsible for:

- Leading and giving a high profile to numeracy
- Providing opportunities for staff training on numeracy
- Supporting whole school numeracy initiatives
- Monitoring and supporting departments' implementation of the Numeracy Policy
- Monitoring exam and assessment outcomes to ensure that no group, but especially those with numeracy difficulties, are not disadvantaged

Subject Leaders should:

- Ensure that subject specific numeracy is clearly identified, where relevant, in schemes of work, and that there is obvious progression through the key stages
- Monitor the work of the department with regard to the inclusion of subject specific numeracy strategies in lesson planning, encourage good practice e.g. modelling and close collaboration between colleagues, in order to promote numeracy developments
- Use available assessment data to identify appropriate numeracy strategies

Pastoral Leaders should:

- Ensure that there are opportunities within tutor time and PSHE sessions for numeracy development
- Monitor the delivery of numeracy focused tutor time, PSHE and Personal Development Day sessions
- Raise concerns regarding numeracy progress for students in their tutor groups with Numeracy Leader

Numeracy Strategic Leader should:

- Plan and co-ordinate a numeracy intervention programme
- Support departments on the implementation of whole school numeracy strategies
- Work with School Leaders to develop and raise whole school numeracy
- Recruit, train and support teachers, associate staff, and senior students to enable them to support a range of targeted numeracy intervention programmes
- Liaise with relevant colleagues (e.g. School Leaders: Maths, Inclusion, and Teaching & Learning) to ensure intervention programmes complement the whole school numeracy strategy
- Support professional development for numeracy
- Provide information for parents, enabling them to support their child's developing numeracy

SENCo should:

- Liaise with pastoral and subject leadership teams about students attaining below age related expectations
- Communicate with all subject staff about those students who have numeracy difficulties and give advice on what staff can do to help these students in their subject

- Monitor students with numeracy difficulties through student profiles and SEN review meetings
- Provide Specialist Teacher assessment to screen for SPLD e.g. dyscalculia
- Provide Specialist Teacher assessment to secure appropriate access arrangements in public examinations
- Deliver intervention programmes for students working below age related expectations
- Liaise with outside agencies, as appropriate
- Ensure provision mapping systems are updated regularly
- Arrange small group teaching and individual tuition with an appropriate specialist