



NUMERACY ACROSS THE CURRICULUM POLICY

Rationale

Mathematics is a tool for life. To function in society, we all need to be able to communicate mathematically. Mathematics can be used to describe, illustrate and explain. Above all it can be used to convey meaning and provides a means of communication which is powerful, concise and unambiguous.

The development of numeracy skills is a basic entitlement for all. Numeracy involves the application of knowledge, skills and understanding essential for personal and social development and to life-long learning.

Aims

Teachers of all subjects should:

- Have regard for the whole school Numeracy Policy in their planning of lessons
- Use and explain mathematical vocabulary whenever it will enhance pupils' knowledge, skills and understanding of the topic. The use of such vocabulary by students should be strongly encouraged
- Give emphasis to mental calculation when it is sensible to do so
- Encourage students to estimate where appropriate
- Use and explain appropriate calculations and data whenever it will enhance students' knowledge and understanding of the topic. The explanation should be in line with the whole school policy
- Be aware of when mathematical skills are first taught in maths schemes of work

Teachers should, where appropriate within their own subject, be able to:

- Demonstrate how to measure to the required degree of accuracy
- Choose and use appropriate units of measure correctly
- Demonstrate how to use the four rules of number
- Demonstrate how to select a type of graph appropriate to the data provided
- Correctly label a graph or chart
- 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 the problem
- Discuss and clarify why a particular method of calculation works
- Use and explain the meaning of appropriate mathematical terms

Schemes of work should, where appropriate:

- Identify topics/areas requiring numeracy skills
- Provide guidance to staff concerning approaches to the use of numeracy skills in their subject
- Ensure that units of measure are written according to convention

Roles and responsibilities

- Director of Learning, Maths: Responsibility for promoting and monitoring whole school numeracy through tutorial time numeracy activities, whole school numeracy events, monitoring Area of Learning contribution to teaching/promoting numeracy
- SENCO: Responsible for identifying students requiring additional numeracy support and planning additional intervention as appropriate
- Directors of Learning: Responsible for ensuring numeracy opportunities are identified in Schemes of Work and taught in line with current Maths Area of Learning teaching methods
- Teachers: Responsible for developing / teaching numeracy skills in line with the policy
- Teaching Assistants: Responsible for supporting basic numeracy skills as directed by the SENCO

23.1.23 Approved by Governing Board

Next Review: January 2025