



Policy Title:	<b>Numeracy Across the Curriculum</b>
Version:	2.0
Member of Staff Responsible:	Subject Leader Mathematics
Approval Level:	Delegated to Headteacher
Status:	Recommended
Date adopted by governing body:	July 2021
Cycle of Review:	Annual
Date for next review:	Oct 2025

## Change Record

Version	Date	Description
1.1	FGB (Q&P) 3 Nov 16	Minor changes to sections
1.2	20 Nov 2017	Amended various sections; wording, grades 9-1 replace KS3 levels, specifics for form tutors and SL role amended. 9-1 content amended
1.3	October 2018	Amended to accommodate Role of Numeracy coordinator. Further scrutiny of 9-1 content
1.4	September 2019	Amended to reflect return to Maths Department and some change in content and frequency of form time activities
1.5	July 2021	Amended to emphasise the impact of poor numeracy and the importance of all staff having high aspirations for and supporting the numeracy of students across the curriculum. Amended to reduce duplication between responsibilities and for clarity. Updates to parental engagement to include more guidance to staff on how we can support parents.
2.0	Oct 2024	Policy re-write; renamed to "Numeracy across the Curriculum"

**"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"**

## Introduction

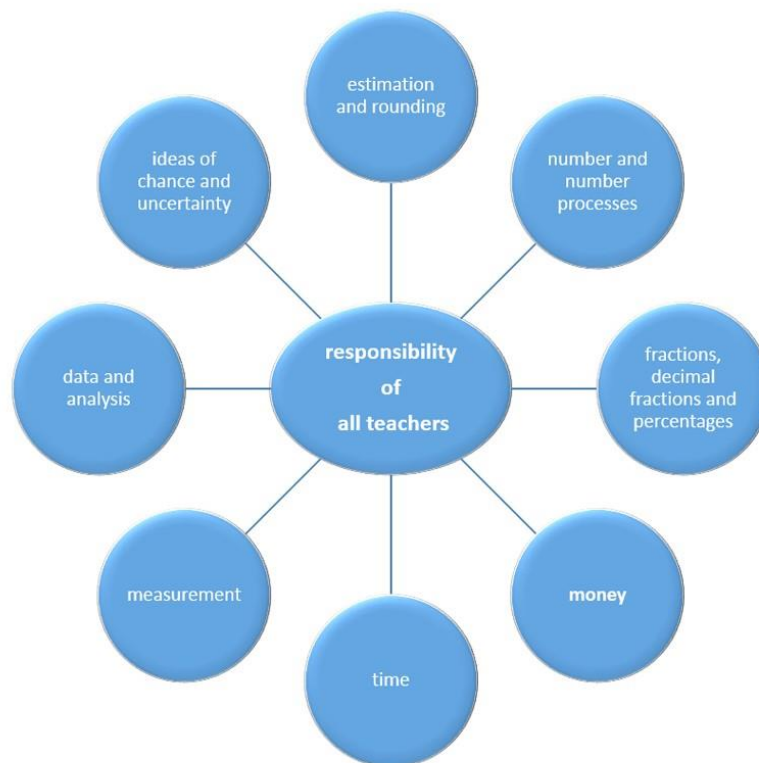
***A strong focus on numeracy is essential: all children and young people require numeracy skills to gain access to learning and to succeed in life. Confidence and competence in numeracy provide the foundations for lifelong learning.'***

### **What is numeracy?**

Many children and young people talk about mathematics when they are referring to numeracy skills.

The distinction between numeracy and mathematics is important. The mathematics curriculum is constructed with both mathematics and numeracy outcomes.

Numeracy development progresses as part of mathematics. Numeracy outcomes are those areas of the mathematics curriculum, which are necessary in understanding other aspects of learning, and are therefore regarded as the responsibility of all teachers.



Numeracy goes beyond mere computation – it includes essential skills such as solving problems, understanding and explaining the solutions, making decisions based on logical thinking and reasoning and interpreting data, charts and diagrams.

## Aims of the Policy

The purpose of this policy is to encourage the development of numeracy skills and competencies through our practice.

By adhering to this policy, we will be able to:

- Encourage all stakeholders to become actively involved in ensuring that learners receive positive messages about numeracy when used across the curriculum.
- Secure high standards and consistency in numeracy across the school.
- Set out the school's agreed approach to the teaching of numeracy skills.
- Provide a basis against which progress can be judged.
- Record methods and notation that have been agreed.

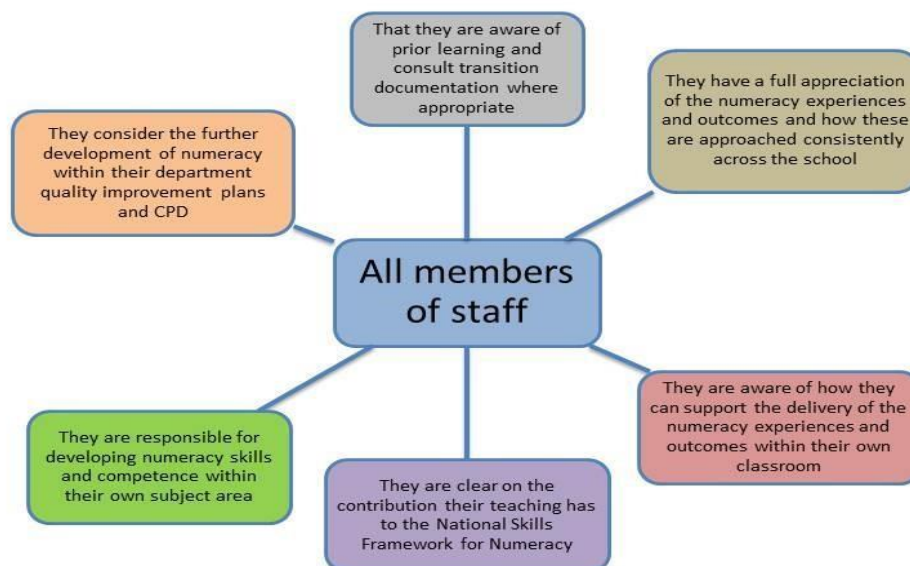
### **Key messages and points to note:**

- Numeracy and learning are clearly linked because good numeracy skills support learning, whereas poor Numeracy skills are barriers to learning.
- Good numeracy skills are a key factor in raising standards across all subjects.
- Learners who are empowered to recognise the links in their learning can build upon them throughout their school experience and beyond.
- All teachers in a school should share the responsibility for developing Numeracy across Learning through collaborative planning.
- High expectation of standards of accuracy and presentation should be consistent in all classrooms.
- Numeracy opens up personal pathways to success and is central to active participation in society and the economy.
- Mental arithmetic should be recommended as a first resort. Teachers are encouraged to seek and compare a range of calculation methods, by asking students how they worked out a calculation and insisting everyone listens and responds positively to the responses.
- Learners should be helped to develop appropriate methods of calculations.
- Learners will gain more and remember much more if understanding is given prominence.

## Responsibility of Stakeholders

**All members of staff** should work to ensure:

- That they are aware of prior learning and consult transition documentation where appropriate.
- They are aware of how they can support the delivery of the numeracy experiences and outcomes within their own classroom.
- They are responsible for developing numeracy skills and competence within their own subject area.
- They consider the further development of numeracy within their department quality improvement plans and continued professional development



**Subject leaders** will:

- Recognise where their subject area is best placed to develop certain Numeracy skills.
- To support staff in the delivery of Numeracy within their department.
- Encourage staff to teach numeracy skills in a systematic and consistent way
- Encourage the sharing of good practice across the department.
- Encourage staff to use the same terminology when talking about aspects of numeracy.
- Ensure whole school strategies for numeracy are used consistently.

**All learners** should engage fully with their education to allow them to develop the numeracy skills required, allowing them to function responsibly in everyday life and contribute effectively to society.

**Parents/Carers** should:

- Support and encourage the development of their child's numeracy.
- Support the school in the implementation of whole school expectations of this policy in order to maximise the potential of their child and therefore all learners.

**The SEN department** should:

- Have a full appreciation of how numeracy is approached consistently across the school.
- Support all staff in developing strategies to assist learners in overcoming barriers to developing numeracy across learning.

**Senior Leaders** will:

- Provide clear direction and work to identified priorities.
- Encourage Subject Leaders to address the numeracy learning experiences within their courses and programmes of work.
- Allocate time to continuous professional development.
- Encourage the sharing of good practice across the school.
- Encourage the consistent use of strategies across departments.
- Encourage Subject leaders to be consistent in high expectations of standards of numeracy in their departments including the use of the same terminology when talking about aspects of numeracy.
- Monitor and evaluate by using a range of approaches, e.g. sharing classroom experiences and sampling class work.