



Numeracy Policy

Rose Bridge Academy is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.



The purposes of our whole-school Numeracy policy is to develop, raise, maintain and improve standards in Numeracy across the school by:

- Ensuring consistency of practice including methods, vocabulary, notation, etc...
- Indicating areas for collaboration between subjects.
- Familiarising all staff with the key Numeracy strategies used to enhance students' skills and make them aware of their responsibilities and contributions to the development of student Numeracy in their area.
- Assisting in the transfer of students' knowledge, skills and understanding between subjects and encourage students to explore Mathematics in other contexts.
- Raising the profile of Mathematics taught in other curricular areas.
- Developing students' confidence and in particular those identified as at risk of underachieving.

Definition of Numeracy:

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.

All staff should:

- Be aware, through data, of the Numeracy needs of the classes they teach.
- Address Numeracy issues in their planning, teaching and marking.
- Be familiar with strategies for developing Numeracy skills in their subject.
- Implement the Numeracy policy consistently.

Subject leaders should:

- Ensure that key subject documentation identifies Numeracy as a focus that is in the DDP.
- Include Numeracy on department agendas.
- Encourage good practice within the department.

Teachers of Mathematics should:

- 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.

Teachers of subjects other than Mathematics should:

- 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.
- Be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy skills.
- Provide information for Mathematics teachers on the stage at which specific Numeracy skills will be required for particular groups.
- Provide resources for Mathematics teachers to enable them to use examples of applications of Numeracy relating to other subjects in Mathematics lessons.