



Kirkbie Kendal School Academy Trust

Policy Title:	Numeracy Policy
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Version:	1.3
Member of Staff Responsible for review:	Deputy Headteacher (CBR)
Governors' Committee/SLT Responsible:	SLT (Curriculum)
Status:	Adopted
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Review Cycle:	2 years
Date of last review:	Oct 21
Date for next scheduled review:	Oct 23

Change Record		
Version	Date	Description
1.1	SLT (23 Nov 17) (Curriculum note 5 Dec 17)	Rationale: inclusion of partnership with Primary Schools Strand 1: removal of words '4c or below' & inclusion of words 'a significantly low KS2 score' Strand 3: deletion of reference to Numeracy Days
1.2	SLT (30 Sep 19) (Curriculum note 29 Oct 19)	Updated in line with current practice
1.3	SLT 11.10.21 Curric note 13.10.21	Deletion of 'withdrawal' and 'normal' respectively prior to the word 'lesson' in Strand 2.
1.4		

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KIRKBIE KENDAL SCHOOL ACADEMY TRUST

NUMERACY POLICY

RATIONALE: WHAT IS NUMERACY?

We would wish the word 'numerate' to imply the possession of two attributes. The first of these is a feeling of 'at ease' with numbers and an ability to make use of mathematical skills which enables an individual to cope with the practical mathematical demands of their everyday life. The second is an ability to have some appreciation and understanding of information which is presented in mathematical terms, for instance in graphs, charts or tables or by reference to percentage increase or decrease. Taken together, these imply that a numerate person should be expected to be able to appreciate and understand some of the ways in which mathematics can be used as a means of communication.

Kirkbie Kendal School works closely with partner Primary Schools to ensure that the increased standards achieved at KS2 are built upon as students move in to KS3.

AIMS

To develop students who are:

- Confident with numbers.
- Able to determine the most appropriate method for performing calculations (mental, written, calculator).
- Confident in using these methods.
- Able to use information they know to help them solve problems in a different context.
- Able to interpret and present information presented in a variety of ways.
- Able to transfer and apply the skills they learn in mathematics lessons to other curriculum areas.

The evidence of the success of this policy will be that students are making progress in line with national benchmarking (FFT/ASP).

To ensure that teaching staff:

- Feel confident dealing with the methods and concepts that students will be using in their lessons.
- Have relevant information about the mathematical performance of the students they teach.
- Have access to support to help them plan the mathematical aspects of their lessons and ideas for helping to develop numeracy through their teaching.

The development of Numeracy at Kirkbie Kendal School develops along three strands:

STRAND 1: THE MATHEMATICS DEPARTMENT

Quality first teaching in the Mathematics Department making full use of Question Level Analysis from KS2 SATS.

The Mathematics Department produce posters giving 'standard methods' of applying Mathematics to solving common problems, these will be provided for display in every teaching space for ease of use by all teachers and students.

The Mathematics Department will distribute the concepts covered in each Year group so that departments know what numeracy work is taught to whom and when it is taught.

STRAND 2: THE KEY STAGE 3 STUDENT SUPPORT PROGRAMME

This will involve students accessing specialist support in lessons where appropriate and/or the assistance of TAs and Progress Mentors in Maths lessons.

STRAND 3: NUMERACY ACROSS THE CURRICULUM

With the guidance and support of the Deputy Headteacher and HOD Maths, subject teams will work to support students' numeracy attainment by developing similar methods for teaching relevant mathematical skills (for example in long division, multiplication, making and labelling graphs, calculating ratios) as outlined in the 'standard methods' posters. Students will be made aware of when they are using numeracy in other subjects, to assist them in developing confidence when applying mathematical skills to other contexts. In all cases teachers should be aware that students may use a variety of approaches (some of which may not be those that the member of staff is most comfortable using)! Whichever method is used students should be encouraged to consider if their answer is sensible. Students should be given opportunities to discuss their methods. Students should be encouraged to talk about, read and write numbers, presenting them both in numeric and word form.

ROLES AND RESPONSIBILITIES

The Numeracy Co-ordinator:

- to oversee the development of numeracy across the whole school.
- to provide staff with information about what they should expect students in different Year groups to be able to do, in terms of common mathematical skills.
- undertake the provision of INSET, where appropriate and discuss with subject teams ways in which they can develop numeracy through their schemes of work and individual lesson plans.
- to assist subject teams to use consistent methods of developing/using common mathematical skills.
- where appropriate, keep faculties up to date with changes to the Mathematics curriculum.

Heads of Department:

- to ensure that subject Schemes of Work identify opportunities for developing students' numeracy.
- to ensure that members of their team are confident about the role in supporting students' numeracy development, including working with the Numeracy Co-ordinator to provide INSET.

Subject Teachers:

- to develop student's numeracy by ensuring that the mathematical tasks they employ in their lessons are matched to the abilities of the students.
- to encourage students to use appropriate methods for calculations, bearing in mind the rule of thumb that mental arithmetic should be the first method considered, followed by written methods and finally calculator methods.
- to provide opportunities for students to read and interpret information presented in graphs, charts and tables as well as constructing these at the appropriate time.

- should also provide opportunities for students to gain experience of different measurements through estimating and practical measurement.
- encourage students to use correct mathematical terminology.

MONITORING AND EVALUATION

STRAND 1:

Students' progress will be monitored in the usual way as outlined in the relevant documentation.

STRAND 2:

The SENCo will monitor the progress of individual groups and meet with the staff taking them. Progress will be reported to the Head of Maths.

STRAND 3:

HODs may comment on numeracy development in the normal course of lesson planning monitoring and lesson observations.

Annual work scrutiny to monitor the implementation of the policy.

RELATED POLICIES:

Assessment Policy

Curriculum Policy

Gifted and Talented Policy

Learning & Teaching Policy

Work Related Learning Policy

SEND Policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:

**PAPER
ENLARGED PRINT
EMAIL
WEBSITE**

Appendix 1

The table below gives an indication of what students cover and when.

Mathematical Skills	Year 7	Year 8	Year 9
Number	SETS	SETS	SETS
Basic Calculations – short	1,2,3	1,2,3	All
Long (> 2 digits)	1, 2	1, 2	1,2,3
Percentages	1,2,3	1,2,3	All
Ratio and Proportion	1	1, 2	1,2
Fractions - equivalent	1,2,3	1,2,3	All
Fractions – of quantities	1,2	1,2	1,2,3
Fractions – a number as a fraction of another	1	1,2	1,2
Fraction, decimal, percentage equivalent	1	1,2	1,2
Measures and Scales	1,2	1,2	1,2,3
Handling data			
Surveys and Questionnaires	1,2,3	1,2,3,4	1,2,3,4
Bar Charts	All	All	All
Pie Charts - Interpret	1,2	1,2	1,2,3
Pie Charts – Draw	1	1,2	1,2
Scatter Graphs	1	1,2	1,2
Range	1,2,3	1,2,3,4	1,2,3,4
Averages : - Mean	1,2	1,2	1,2,3
Averages : - Median	1,2,3	1,2,3	All
Averages : - Mode	1,2,3	1,2,3	All
Algebra			
Rearranging Formulae			1
Real Life Graphs			1
Shape and Space			
Circumference of circles			1,2
Area of Circles			1,2

Appendix 2 – Questioning prompts for use in lessons

Questioning can help:

- “Can you see numbers close to these that would be easier to deal with?”
- “Would it be easier the other way round?”
- “Could you break it up and work on the bits separately?”
- “Could you use doubles or halves?”
- “Can you see an easier problem with the same answer as this one?”
- “Would it help to jot down a number half way?”
- “Would it help to use a number line?”