



NORTH BIRMINGHAM ACADEMY

NUMERACY POLICY

Definition of Numeracy

It is important there is a shared understanding among the whole staff of the term 'numeracy'. Numeracy and Mathematics are, for all intents and purposes, synonymous terms. Numeracy has been defined as follows:-

(a) Cockcroft Report (1982)

- An 'at-homeness' with numbers.
- Ability to make use of mathematical skills to cope with the practical mathematical demands of every day life.
- Ability to estimate and approximate number in a range of situations.
- Appreciation and understanding of information presented in mathematical terms (in graphs, charts or tables).

(b) National Framework for teaching Mathematics (1999)

Numeracy is a proficiency which involves confidence and competence with numbers and measures.

- It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts.
- Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

This Academy Believes That:

- the development of numeracy skills is a basic entitlement for all pupils
- all pupils should experience a rich numeracy learning environment, regardless of perceived 'ability'
- numeracy involves the application of knowledge, skills and understanding essential for personal and social development, in this way the Academy supports the life-long learning of its pupils
- competent numeracy promotes self-confidence and therefore staff will endeavour to deliver their lessons in a manner that builds pupil belief both in themselves and in mathematics

Mathematics is an opportunity for pupils to convey meaning in a variety of ways. It can be used to describe, illustrate and explain; it is powerful, concise and unambiguous.

- numeracy must be an experience from which pupils derive pleasure and enjoyment
- numeracy activities should provide both a challenge and a sense of achievement for all pupils

- competence in mathematics/numeracy is important and essential for success in other areas of study
- numeracy should be promoted throughout all areas of the curriculum in a consistent and efficient manner

The aims of this policy are:

- to raise the standards of numeracy by supporting students through common understanding and expectation
- to make all staff aware of their responsibilities and contributions to students' numeracy
- to familiarise all staff with numeracy strategies used to enhance students' skills.
- to raise the profile of mathematics taught in other curricular areas
- to support and encourage students in the use of Mathematics and develop their confidence in the use of number
- to enable students to apply their mathematical knowledge and skills to other areas of the curriculum
- to encourage staff to adopt strategies which will enable students to apply and develop numeracy skills in their curricular areas
- to ensure equality of treatment and opportunity regardless of gender and ethnic background.

Strategies for Facilitating Progress in Numeracy

- Levels of numeracy for Year 7 students are assessed on entry using a combination of KS2 National Curriculum test results and CAT tests. Currently students are taught in mixed ability groups until the end of the Autumn Term, with a small group taken out at half term to facilitate the teaching of the Springboard material to those students who are on a level 3. The students are put into sets for the start of the Spring Term. Initial assessment testing carried out throughout the first term is used to inform decisions on placing students in the appropriate groups.
- All students on the SEN register are monitored by using IEP's
- The numeracy coordinator provides support and guidance to staff, students and their parents on strategies and methods to enable students' standard of numeracy to be raised.
- The Mathematics Department is responsible for delivering all aspects of the National Curriculum for Mathematics. Aspects of mathematics taught in other subjects are audited on a regular basis and support from the Numeracy coordinator is available to subject leaders in identifying the levels of attainment for subject specific mathematical content.
- All departments are responsible for identifying aspects of their scheme of work that contribute to raising students' standard of numeracy and highlighting these aspects in the teaching of their learning objectives. Departments are supported in this by the numeracy coordinator. It is recognised that not all subjects will include numeracy in each topic taught.
- The correct use of mathematical language and spelling is encouraged and reinforced at all times and students are asked to learn Mathematical key words and their correct spellings, using the appropriate pages in the prep book to record the key words.

- In order to raise standards, the aspects of numeracy in departmental schemes of work throughout the Curriculum need to be at or above the expected mathematical levels for students of that age group i.e. KS3 level 3 - 8
- KS4 level 4 - E
- All students are encouraged to use mental methods as a first resort when a calculation is needed.

Staff Responsibilities

- Ensuring that all pupils are numerate is one of the most important curricular responsibilities of the Academy. "Literacy and numeracy is every Academy's core business. All concerned need to be aware that ensuring their pupils are literate and numerate is their most important curricular responsibility. An Academy which is not effective in this respect cannot be judged to be a successful Academy." DENI - Academy Improvement 1998
- Each member of staff is responsible for developing pupils' numeracy skills and competence within his/her own area of study.
- The numeracy coordinator will consult heads of department in order to develop a co-ordinated and consistent approach to the development of numeracy throughout the Academy.
- All teachers will collaborate to ensure that pupils can apply their mathematical skills in a variety of relevant and appropriate contexts.

The Leadership group will monitor exam and assessment outcomes to ensure that no group is disadvantaged in their numeracy with respect to race or ethnicity, gender or being a boarder or day pupil.

Approved by NBA Governors on:

Date of Next Review:.....

Lead Manager: