Christ's College

Document Control	
Title	Numeracy Policy
Date	April 2022
Review	April 2024
Author	M Griffiths
Date Adopted by Local Committee	May 2022

Numeracy is a proficiency that 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 a practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.
(Framework for Teaching Mathematics – Years 7 to 9 – DfE)

1. NUMERACY VISION

Numeracy is a fundamental life skill that is needed in many aspects of everyday existence - personal, leisure, social and work - in order for students to lead a confident and fulfilling life in school and beyond.

We are dedicated to changing the stigma attached to Numeracy and Maths, specifically by preventing the use of phrases by students, parents and staff such as "I was never good at maths", "I can't do maths" and "I'm not a maths person". These phrases allow for poor numeracy to be socially acceptable and cause unneeded barriers for the Christ's College community.

2. AIMS OF THE NUMERACY POLICY

- To develop and improve the standards of numeracy across the school.
- To support the transfer of student's' knowledge, skills and understanding between subjects by ensuring consistency of practice including methods, vocabulary and notation through collaboration between subjects.
- Make numeracy teaching an overt part of every curriculum area where it naturally arises.

3. NUMERACY STRATEGIES

3.1 Department of Mathematics:

- Create a positive environment which celebrates numeracy.
- 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.
- Provide information to other subject teachers on appropriate expectations of students and difficulties they are likely to experience in various age/ability groups.
- Through liaison with other teachers, attempt to ensure that students have the appropriate numeracy skills by the time they are needed to be applied in other subject areas.
- Seek opportunities to use topics from other subjects in mathematical lessons.
- Identify and offer suitable catch-up opportunities to support students who enter the school with below expected standards of numerical skills.
- Enter suitable students in the appropriate UK Maths Challenges.
- Participate in local maths competitions.

- Support TAs to ensure they are confident in the maths classes they are supporting in. This may require CPD for some.

3.2 Other subjects:

- Promote numeracy in a positive way through their lessons.
- Ensure 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 the appropriate expectations of students and difficulties they may experience with numeracy skills.
- Provide information for teachers of mathematics 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.
- Encourage those who lack confidence in maths to either ask for support, or at a minimum, not to use phrases which normalise the acceptance of poor numeracy.

3.3 Tutors

- Run numeracy programs within tutor time as appropriate and directed through the tutor program.
- This could include, but not limited to, Numeracy Ninjas, Times Tables Rock Stars, Hegarty Maths "Fix Up 5"/"Memri" tasks and GCSE exam practice.
- Promote numeracy in a positive way within tutor time.

3.3 Possible links with other departments could include:

Subject	Numeracy links
Art	Apply number skills such as measurement, estimates, scale, proportion, pattern and shapes to develop, inform and resource their creative activities. Symmetry and transformations. Paint mixtures as ratios.
Design Technology	Use mathematical information and data, presented numerically and graphically, to research and develop their ideas. They use number to measure and calculate sizes, fits and materials.
English	Develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats. Provides an important skill in supporting identification of key information in a text to help them be better able to solve problems.
Geography	Apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes. Averages.
History	Develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.
Computer Science	Use mathematical information and data presented numerically and graphically in data-handling software. They use number to collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts, checking accuracy before processing.
MFL	Develop number skills through a range of activities in the target language. These can include number rhymes; ordering numbers; ordering events in time; using number in relevant contexts such as currency exchange; gathering information in a variety of ways, including questionnaires and recording and presenting results in a variety of formats.
Music	Develops an appreciation for patterns as well as sequencing.
PE	Develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, *e.g. time, distance and height*, and use the data to set targets and improve their performance.
RE	Develop skills in the application of number by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of tithing, and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.
Science	Work quantitatively to estimate and measure using non-standard and then standard measures, recording the latter with appropriate S.I. units. They use tables, charts and graphs to record and present information. With increasing maturity, they draw lines of best fit on line graphs, use

	some quantitative definitions and perform scientific calculations. They use formulae. Calculating means and percentages as well as calculating with positive, negative and decimal values and substitution.

4. EQUIPMENT

All students should have the correct equipment for every lesson, not only for maths:

- A pencil, pen, rubber, ruler, pencil sharpener
- Scientific calculator (eg. Casio FX-83GTX)

Calculators may be purchased through the maths department at cost price.