



Tasker Milward VC School Numeracy Policy

Issue No	Author	Date Written	Approved by Governors	Comments
1	F.Hemmings	October 2012	November 2012	

Definition:

Numeracy is a proficiency that is developed not just in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing a confidence and competence with numbers *and* measures. It requires an understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which data is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

The development of numeracy skills is a basic entitlement for all students. Poor numeracy skills can hold back students' progress, not just in Mathematics lessons, and can lower self-esteem. Improving these skills is a whole-school matter.

Aims:

- Raise the standards of attainment for all students.
- Enable each student to develop their Mathematical skills and reach their own potential.
- Encourage all students to have the confidence to tackle Mathematical problems independently.
- Teach understanding so students can confidently transfer Mathematical skills and apply them in everyday and unknown contexts.
- Make all staff aware of students' Mathematical capabilities at different stages of their learning.
- Identify similarities and differences in Mathematical teaching across different curriculum areas and develop a common approach.
- All staff will aim to help pupils develop a positive attitude to numeracy and its applications.

Strategies for ensuring progress against these aims:

- The Mathematics department is responsible for delivering all aspects of the National Curriculum for Mathematics and to ensure the transition from KS2 to KS3 and KS3 to KS4 is as smooth as possible. This will also include positive promotion of Mathematics at KS5.
- All departments have a responsibility for identifying aspects of their schemes of work that contribute to raising students' standard of numeracy and highlighting these aspects, in their planning and making them explicit to the students.
- All staff should promote understanding by assisting the Mathematics Department in encouraging problem solving.
- Raise the profile of Mathematics throughout the school, promoting the application of number whenever possible.
- Some students will enter Tasker Milward with low attainment and these students will need to be identified and assessed and then given extra support in order to function successfully later in life. This will include an invitation to take part in registration time intervention.
- Students who have been identified as More Able Mathematicians will be given opportunities to develop and deepen their understanding of key topics, and additional qualifications and opportunities will be available to them. Uk Maths Challenges and provision of extra curriculum higher level maths clubs will be available to these students through invitation.

During their time with us, students should, across the curriculum, learn to:

- Have a sense of the size of a number and where it fits into the number system;
- Recall mathematical facts confidently;
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- Use proportional reasoning to simplify and solve problems;
- Use calculators and other ICT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of the calculation.
- Use simple formulae and substitute numbers in them;
- Measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales;
- Calculate simple perimeters, areas and volumes, recognising the degree of accuracy that can be achieved;
- Understand and use measures of time and speed, and rates such as £ per hour or miles per litre;
- Draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps;
- Collect data, discrete and continuous, and draw, interpret and predict from graphs, diagrams, charts and tables;
- Explain methods and justify reasoning and conclusions, using correct mathematical terms;
- Judge the reasonableness of solutions and check them when necessary;
- Give results to a degree of accuracy appropriate to the context.

Tasker Milward is committed to ensuring that all students leave the school with numeracy skills relevant to the world of work, and, if relevant, are well prepared to use higher mathematical skills in further study.