



Bishop Gore School

Numeracy Policy

Date of Implementation: 2012

Date of Review: March 2017

Lead Person: Alison Roach

Introduction

All teachers are teachers of numeracy. The staff of Bishop Gore School are committed to developing numeracy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum. All schemes of work and most, although not all, lessons should include specific numeracy objectives.

Rationale

“Numeracy is different to the mathematics subject in that it is the application of the skills learned in mathematics in a cross-curricular, real-world way, and not purely about the skills themselves.” (Literacy and Numeracy framework consultation document 2012).

Numeracy underpins the school curriculum by developing pupils' abilities to transfer numeracy skills across subject areas, help pupils appreciate the importance of numeracy in their lives. It ensures that curriculum areas promote a consistency of approach in the teaching of certain topics across subject areas and it ensures that all teachers provide opportunities for learners to enhance their numeracy skills.

All departments and all teachers have a crucial role to play in supporting pupils' numeracy development.

Bishop Gore School is committed to raising standards of numeracy in all its pupils, through a whole school approach.

Every teacher has a role to play in this process.

Principles

Numeracy supports effective learning.

Numeracy supports the raising of standards.

Every teacher is a teacher of numeracy.

Numeracy is an entitlement of all learners.

Through becoming more numerate, pupils are more able to fulfil their potential.

Numeracy is most effectively imparted where colleagues actively model good practice.

The Literacy & Numeracy framework expects learners to become more accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills

They will be accomplished when they have acquired the skills and been able to apply them to complete realistic tasks appropriate for their stage of development

Our commitment towards numeracy will be evident both within our classrooms and our schemes of work.

Aims

support pupils' learning in all subjects by helping teachers to be clear about the ways in which their work with pupils contributes to the development of pupils' numerical reasoning;

develop a shared understanding between all staff of the role of numeracy in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability numerically reason effectively;

Raise pupils' own expectations of achievement, thus raising standards;

develop pupils' confidence in numeracy;

promote knowledge and understanding of the pupils' standards of achievement and assessment in number, measuring and data, and the identification of any areas of strength and weakness.

Resources we should aim to provide:

Discrete numeracy lessons to support those with weaker numeracy levels; review displays in classrooms and shared areas to create an environment which is conducive to good numeracy practice.

The numeracy coordinator creates a weekly numeracy challenge and shares this with form tutors at the start of each school week. The challenge is differentiated and the tasks labelled as bronze, silver and gold. Each tutor group allocates one tutor time period to practice numeracy and the pupils work on the numeracy task provided. The attempts at the numeracy challenge are forwarded to the numeracy coordinator who assesses the papers and awards 2 vivos for a correct attempt at the bronze challenge, 3 for a correct attempt at silver and 5 vivos for a correct attempt at gold.

The numeracy coordinator provides regular numeracy practice material to the mathematics department and copies of half termly procedural test. The half termly procedural papers are attempted by all KS3 classes and the results entered on sims each half term. The numeracy coordinator also provides the mathematics department with numeracy reasoning practice papers, along with scripts, power point presentations and mark schemes.

The numeracy coordinator is available to all teaching and support staff throughout the school to advise on or answer any numeracy related questions. The numeracy advisor regularly meets staff to help create and design resources that effectively enable subject areas meet the demands of the LNF.

Assessing Numeracy across the Curriculum

When assessing pupils' work across the curriculum we should value their reasoning and procedural skills;

We should take into account pupils' performance in number, measuring and data when assessing and reporting on pupils' progress in subject areas;

When responding to pupils' work we should:

- follow the agreed school marking and presentation policy;
- make comments which are positive and supportive
- target specific areas for improvement (a selective and focused identification of errors);
- give guidance on how to achieve the short-term targets set
- create opportunities for pupils to reflect on the quality of their own work and for peer and self assessment.

Numeracy Intervention programmes

All KS3 pupils in Aberdare and Gore have four Skills lessons a fortnight. During each of these Skills lessons, the pupils use Success Maker to assess and improve their numeracy and literacy skills. Every lesson, the pupils engage in a 20-minute session of literacy and a 15-minute session of numeracy. The Success maker program tracks the work completed by individual pupils and enables us to create reports.

At the end of the initial placement phase (IPM), areas of weakness within numeracy are identified. The Success maker program tracks the work completed by individual pupils and reports are generated.

Pupils with similar areas of weakness are removed in groups of four or five. These pupils will receive tuition in order to address their specific difficulties with certain strands of the numeracy framework. Reports will be available every half term to allow the monitoring of pupil progress.

Development Blocks

The introduction of development blocks has secured a skills-based learning experience which is engaging, challenging and stimulating. The model meets the needs of all learners more effectively with evidence suggesting that it is also impacting positively on standards and on attendance. The innovative curriculum model offers a very good structure for the delivery and assessment of the literacy and numeracy framework and links in well to the school's system of involving pupils, parents and carers in monitoring performance and setting learning targets. Every task undertaken by a learner is rich in literacy and numeracy skills development. As a result of a close partnership with a number of primary schools, the design of the development block model ensures progression in knowledge, skills and understanding as they move from primary to secondary school.

Tracking of numeracy skills

During Development Blocks, pupils undertake tasks rich in literacy and numeracy skills. Strands from the Literacy & Numeracy Framework (LNF) are embedded in these tasks and successful completion of these tasks is recorded. Currently, the completion of tasks and the successful application of strands within the numeracy framework is recorded in pupil booklets.

Practice numeracy procedural tests are set for every KS3 pupil half-termly. The results of these are recorded on sims and progress of individual pupils is monitored by the mathematics class teacher. Under-achievement in these practice tests results in intervention programmes to ensure that pupils develop good numeracy skills.

Appendix

