

# EASTHAMPSTEAD PARK COMMUNITY SCHOOL

## Numeracy Policy



### Rationale

Easthampstead Park Community School is committed to raising the standards of numeracy for all students. Numeracy allows students to transfer the skills learnt in mathematics lessons to everyday situations, having a knowledge and understanding about numbers, calculation strategies and data-handling techniques to solve problems and make decisions in different contexts. These skills are necessary to cope with the demands of further education, to meet the requirements of future employment and to access the numeracy aspects of everyday life. Easthampstead Park Community School regards these skills as fundamental in empowering students to reach their maximum potential and all teachers and teaching assistants acknowledge responsibility for promoting high standards of numeracy across the whole curriculum, with a particular focus on ensuring curriculum links with the Science curriculum. To that end learning and teaching strategies in all subjects contribute in a consistent and coherent way to the students' numeracy development.

### Definitions

Numeracy is a proficiency which involves confidence and competence with number and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

### Principles

Easthampstead Park Community School will adopt a whole school approach to the teaching of numeracy to ensure that:

- Strategies build upon the work done in feeder primary schools.
- Staff are aware of the importance of numeracy, particularly in Science where it has the capacity to increase a students' grade.
- An environment is developed in which positive attitudes towards numeracy skills are developed.
- Students reach and exceed their expected progress in numeracy skills.
- Some additional provision (e.g. small group or one to one tuition) will be used to accelerate the progress of students with particularly weak numeracy.
- Support strategies are in place to ensure English as an Additional Language (EAL) reach and exceed their expected progress.

### Roles and Responsibilities

#### The role of the Leaders of Numeracy:

The school employs two dedicated key stage coordinators in Maths who take responsibility for ensuring a whole school drive for numeracy. They work closely with the Head of Maths and AHT-Inclusion, to monitor and drive progress with students' numeracy skills school wide.

Key responsibilities of the Leaders of Numeracy include:

- Review the whole school numeracy policy on an annual basis, with support from SLT line manager.
- Draw up a Development Plan each year for numeracy and evaluating impact on an annual basis.
- Learning conversations with students and focus groups.
- Ensuring that schemes of work exist to support the development of numeracy in Science both at KS3 and KS4, including explicit reference to the skills or strategies to be used, taught or reinforced.
- Discussions with staff, parents and governors.
- Keep abreast of changes and innovations in the context of numeracy for learning and act as mentor in the induction of new schemes.
- Review and plan for staff training and awareness raising of numeracy related matters, including an involvement in the professional development of NQTs and School Direct students.
- Maintain the whole school numeracy pages of the website
- Coordinate numeracy enrichment and intervention programmes.
- Seek to engage parents in support of the development of students' numeracy skills.
- To assess the Y7 cohort using the 'Maths Fit' starters programme and compare data to KS2 scores in order to ensure students are appropriately grouped.

#### **The role of the SEN Department, overseen by the AHT - Inclusion:**

- Ensure that all students' numeracy skills are assessed on entry using some or all of the following information:
  - Key Stage 2 scores
  - Information from parents/carers
  - Information from primary teachers/SENCO
- Arrange additional support for students requiring further numeracy support (Appendix 2).
- Communicate with relevant staff regarding students who have difficulties in numeracy and ensure student profiles are kept up to date.
- Monitor students who have difficulty with numeracy through student profiles, Teaching Assistants and review meetings.
- Liaise with Mathematics Faculties about individual student progress in numeracy as required.
- Be familiar with Mathematics requirements at KS3 and KS4.
- Oversee the delivery of support programmes to develop numeracy such as Numbersense and MathsWhizz.
- Support EAL students.
- Ensure that the Examination Office and all teaching staff are aware of students who require extra time in their examinations.

#### **The role of form tutors:**

- Within Y11 to ensure Maths specialist delivery of walking talking mocks and low stakes, high challenge testing.
- Within Y8 to continue the PREP numeracy booklets programme and monitor engagement, ensuring staff are equipped to deal with questions raised and use the shared PowerPoints.
- Model good numeracy skills.
- Facilitate and monitor planned numeracy activities in PREP time.

### **The role of department's curriculum:**

- Develop and use strategies to support students in with their numeracy skills.
- Provide an environment that is stimulating for the development of numeracy skills by ensuring that notice boards and displays are skills rich.
- Provide and discuss model examples of relevant text types students (WAGOLL - What a good one looks like).
- Have numeracy aids (e.g. calculators) available for student use.
- Through the MRE process, HoDs have responsibility for monitoring the quality of numeracy provision in their subject areas through learning walks and work scrutiny; and providing appropriate support for colleagues with embedding these core skills in their lessons.

### **The role of all subject teachers**

Teachers will:

- Ensure that their lessons address any numeracy requirements as required in the course.
- Model good numeracy skills.
- Communicate differentiated success criteria and learning objectives to students explicitly referencing numeracy skills where appropriate.
- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relative to their own subject, and encourage students to use these correctly.
- In certain subjects, to monitor student progress, using formative and summative assessment in order to inform strategies that can support students in their development of numeracy skills.
- Mark students' work using whole school marking codes, and ensure students make the necessary changes and improvements during DIRT time.

### **The role of Maths teachers**

- The use of MathsFit starters with year 7 to assess basic numeracy and mathematical knowledge.
- The use of starters to assess key required prior knowledge.
- Homework set on a weekly basis to practice core stability skills, current skills and recall recent skills.
- The use of project work which include curriculum links with other subjects.
- Build numeracy links with year 6 on induction days
- Promotion of Events to improve perception of numeracy

### **The role of Parents/Carers**

The role of Parents/Carers in raising numeracy amongst students is a crucial one. We are committed to the development of home-school partnerships. As part of this partnership, we aim to:

- Involve Parents/Carers in numeracy strategies eg: through parent information evenings.
- Keep parents/carers informed about numeracy initiatives within the school and the wider educational context through newsletters, website, Facebook and when appropriate, letters home.

**We ask parents/carers to encourage their children to:**

- Present written work neatly.
- Solve mathematical problems in their day to day lives (eg: measuring, prices for shopping, budgeting).
- Work out “sums” in their heads.
- To adopt a “have a go” attitude to what they find challenging.
- Ensure students complete their weekly homework.
- Ensure students are equipped for Maths lessons.
- Ensure students are secure in their knowledge of their times tables, up to 13.

**The role of students:**

Students should take responsibility for their own learning and are expected to:

- Present all work neatly, taking care with their handwriting, spelling, punctuation and grammar.
- Proof-read their work to check for accuracy prior to submitting it.
- Make corrections when requested to do so as part of DIRT.
- Work independently or with appropriate support on any targets they may have.
- Make use of resources shared by the Leader of Numeracy on Google Drive.
- Participate in whole school numeracy led activities
- To access and engage with online learning materials: MyMaths, MathsWhizz, PiXL Maths
- Ensure weekly homework is completed.
- Ensure they are fully equipped for Maths lessons.

**Success Criteria:**

Numeracy Leaders will ensure that students are aware of the importance of numeracy in everyday and across the curriculum. Opportunities will be mapped out for students to engage in using numeracy skills beyond the classroom.

Students will:

- Reach and exceed their expected progress in numeracy skills.
- Be able to apply mathematical principles to aspects of learning.
- Estimate and approximate confidently and have strategies for checking answers.
- Explain methods and reasoning using consistent language and mathematical terminology.
- Interpret, explain and make predictions confidently from graphs, charts and tables.
- Work independently or with appropriate support on any numeracy targets they may have.

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**Reviewed and Revised:**

January 2020

**Responsibility for Implementation and Review:**

Deputy Headteacher  
Curriculum Committee

**Date of Next Review:**

January 2022

## **Appendix 1: Enrichment**

Students are offered a wide range of opportunities to participate in activities which are likely to enhance their numeracy skills.

These may include:

- Homework club
- Maths Gym every Tuesday 3:10-4:00
- Entering school, local and national competitions such as Maths Challenge (Junior, Intermediate and Senior levels)
- Participating in school wide numeracy events such as Pi Day and Star Wars Day.
- Supporting the AHT Community and Enterprise in leading numeracy events on Criss Cross days.
- Liaising with external companies to provide specific interventions and opportunities for students to develop their numeracy skill.
- Utilising links with local companies to provide talks on how numeracy matters.