



# ST. SAMPSON'S HIGH SCHOOL

## Numeracy Policy

Last Review Date:	October 2024
Reviewer:	PSH
Next Review due:	September 2025

# Numeracy Policy

## 1. Introduction

### 1.1. Rationale:

St Sampson's High School is committed to raising the standards of numeracy of all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life. Competent numeracy leads to increased self-confidence which enables students to develop the skills needed to achieve success.

### 1.2. Purposes:

- 1.2.1. To develop, maintain and improve standards of numeracy throughout the School.
- 1.2.2. To ensure that students experience continuity and consistency in the approach to numeracy across all subjects.
- 1.2.3. To make all staff aware of their responsibilities and their contribution to students' numeracy.
- 1.2.4. To familiarise all staff with numeracy strategies used to enhance students' skills.
- 1.2.5. To provide advice and support.

## Guidelines

## 2. General Principles

- 2.1. Numeracy is a proficiency which involves confidence and competence with numbers and measures and the application of numerate skills in a variety of situations.
- 2.2. It demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.
- 2.3. It includes mental strategies.
- 2.4. It also involves the ability to use mathematical language.
- 2.5. Numeracy skills are transferable across different subjects.

## 3. Responsibilities

- 3.1. All teachers have a responsibility to encourage and promote numeracy skills.
- 3.2. All teachers should use mathematical methods and language accurately and consistently in line with the advice listed below.
- 3.3. The Mathematics Department is responsible for most teaching of numeracy. Complete Maths is now used for all curriculum purposes including assessment. Assessment is carried out using date range assessments and relies upon staff to update class timetables in Complete Maths classroom. Students should be encouraged to use Complete Maths tutor to work independently and improve their weaknesses in maths. A diagnostic assessment should be carried out at least once a year for this purpose.
- 3.4. If it is discovered that the students appear not to have an understanding of a mathematical skill they require, the teacher should discuss this with the Mathematics Department.
- 3.5. All subject schemes of work should identify topics/areas requiring numeracy skills.

## 4. Specific Advice

- 4.1. If graphs are used, students should draw in pencil and use a ruler for straight lines.
- 4.2. Graphs should always have a title. The axes should be clearly labelled with scales clearly defined.
- 4.3. If an axis does not begin at 0, the non-zero section should begin with a zigzag line.
- 4.4. When test marks are given, students should be given the raw mark as a fraction of the possible total and encouraged to calculate the percentage result themselves.
- 4.5. The words numerator (top number) and denominator (bottom number) should be frequently but not exclusively used.
- 4.6. Probability should always be expressed as a fraction, percentage or decimal fraction.
- 4.7. Encourage students to estimate if appropriate and to do their own mental calculations rather than immediately using pen/paper or a calculator.

## **5. Monitoring and Support**

- 5.1. The Mathematics Department has the key role to support and monitor the implementation of the Numeracy Policy.
- 5.2. SLT has responsibility for monitoring that schemes of work highlight topics requiring numeracy skills
- 5.3. HODs have responsibility for monitoring that subject staff apply the mathematical approach stated in the Numeracy Policy.

As a Rights Respecting School, St. Sampson's is a successful, supportive, happy society that upholds the rights of the child as set out in the UNCRC.