

# NUMERACY

## WHY DO WE HAVE THIS POLICY?

In response to our shared concerns at school, local and national level, the governors (PD) and staff at Notre Dame Catholic College feel that the issue of raising standards in numeracy must be addressed in order to empower all pupils whatever their preferred learning style. It is our aim that all pupils will enter adult life equipped with the essential numeracy skills and the desire, confidence and ability to use them fluently in everyday situations. The school is committed to raising standards of numeracy across the curriculum to improve pupil performance and levels of attainment at all key stages by helping them to become independent learners. This policy aims to:

- ❖ Support pupils who are working below expectations catch up with their peers and acquire the mathematical knowledge appropriate to their age and starting points;
- ❖ help pupils to develop mental skills and recall key facts;
- ❖ enable pupils to use a variety of different strategies and skills when solving problems, reason mathematically for themselves and to justify their choice of strategy;
- ❖ encourage pupils to apply their numeracy skills and use appropriate mathematical language to communicate concepts and ideas.

## HOW DOES THE SCHOOL RESPOND?

- ❖ On entering the school in Year 7, pupils' numeracy skills will be assessed and those who are working at a level below expectations for their age, will be identified and supported through the Catch-up numeracy programme. On this programme, they will receive two, 15 minute, 1-1 sessions per week, with a member of staff to support their progress; (SM, RH)
- ❖ A whole school approach to raising the profile of numeracy will be developed during the year. Posters will be displayed in key areas, there will be a numeracy focus for form time each week and other strategies will be developed by key members of the maths department. (RHa)
- ❖ All departments will assist pupils in developing the skills involved in mental mathematics by regulating and monitoring the use of calculators. When calculators are used, staff will help pupils to decide whether the displayed result is a sensible one by using estimation;
- ❖ staff across the college will be offered training with the mathematics department to ensure their knowledge of the current numeracy practices are kept up to date;
- ❖ all departments will encourage the use of appropriate mathematical language;
- ❖ the structure of the mathematics lessons in key stages 3 and 4 will be in keeping with the national and school requirements;

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- ❖ classes in each year group will be closely monitored by the Head of Department (LM) and classroom teacher to identify strength/weaknesses early, to inform teaching;
- ❖ an additional lesson, once per fortnight, will be allocated to develop students confidence with mathematics. From basic skills, to targeted intervention, to developing fluency.
- ❖ Enrichment activities will be developed for pupils across the ability range at various points in the year.

## **MONITORING AND EVALUATION**

- ❖ The number of pupils working below national expectations will decrease;
- ❖ a noticeable increase in the pupils' use of correct mathematical terminology will be evident in lessons and effective use of mathematical diagrams will be expected;
- ❖ pupils will be encouraged to use relevant, appropriate numerical concepts in context;
- ❖ mathematical skills will be used confidently;
- ❖ learning independently will be expected, pupils will be sure in the knowledge that this will empower them in adult life;
- ❖ a reduced dependency on calculators for basic numeracy. When calculators are used they will be used effectively and to support progress;
- ❖ the Leadership Team (KT) will monitor numeracy as part of the departmental review programme;
- ❖ pupils will experience a common approach to numeracy across the school.

All staff at Notre Dame Catholic College will work together to ensure a common approach to the development of pupils' numeracy skills, thus giving them the confidence and the desire to enter the adult world secure in their mathematical concepts and with the ability to apply them.

### Key Staff

Pat Deegan (PD) Governor

Kathy Thomas (KT) Assistant Headteacher

Lesley Munro (LM) - Head of Mathematics

Rachel Hargreaves (RH) Primary Liason for Maths

Sharon Mathiassen (SM) LSA for Catch Up programme

Rachel Harrison (RH) LSA for Catch Up programme

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