Kingsmead Achieving through Caring **Kingsmead Academy** **T/A Kingsmead School**	**POLICY TITLE:**	**Numeracy Across the Curriculum**
Committee/Person Responsible for Policy:		Head Teacher Provision & Progress Sub-Committee
Date Approved by Governing Body:		July 2019
Date of Last Review:		Term 6 2018/19
Next Review Due:		Term 3 – 2020/21
Associated policies:		Teaching and Learning; Marking and Feedback; Literacy across the Curriculum; Home Learning; Departmental Schemes of Work and Handbooks; Intervention ; English as an Additional Language (EAL); Staff code of conduct

Numeracy across the Curriculum

Numeracy is a proficiency, which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

There are many definitions of numeracy and mathematics both in respect of their sameness and their differences. Kingsmead takes the view that all teachers share responsibility for the development of numeracy. All, including mathematics teachers, must be aware of the demands their learning area makes on numeracy. Teachers of all subjects should make the links between subjects and numeracy explicit by talking about links frequently in their classes should also draw children's attention to the links between subjects by talking frequently about them, both in mathematics and in other lessons.

Numeracy includes:

- The ability to make sense of more than just number.
- Developing mental strategies as well as pencil and paper methods.
- A confidence and competence in using and applying mathematics, recognising that skills are transferable across different subject areas and in a variety of contexts.

- The ability to use the correct mathematical language.

The Role of the Numeracy Co-ordinator

- To develop numeracy throughout the school.
- To play a leading role in the design and production of a whole school policy for numeracy.
- To carry out an audit of the numeracy requirements/provision in all areas of study.
- To help identify training needs of staff in relation to numeracy and ensure that these training needs are met.
- To liaise with all subject departments to ensure that numeracy is developed in a coherent and consistent manner throughout the school.
- To establish procedures to monitor and evaluate the numeracy provision for all students in the school.
- To establish procedures to monitor and review the implementation of the school's numeracy policy.
- To ensure all staff are aware of their responsibility that the acquisition of basic numeracy skills is a whole school issue.

The Role of Parents

The parents' role in the numeracy development of their children is crucial and to be encouraged. To do this effectively, parents should:

- Make their children aware when they as parents are faced with mathematical demands in their everyday lives and display a positive attitude when they face these demands.
- Ask their children to explain their mathematical thinking when doing maths home learning or performing everyday mathematical tasks.
- Talk to children about their mathematics.
- Praise children when they notice some new development in their mathematics understanding and skills.
- Share mathematics with their children, discussing strategies they use and talking with them about mathematics.
- Show their children through their words, action, and attitudes that they believe that the children will become confident and competent users of mathematics.

The Link between Numeracy and Literacy

The role of language is important in numeracy and there will be regular contact between the Numeracy and Literacy Co-ordinators to ensure that both are aware of developments in their respective areas.

- Language is an important tool for learning mathematics. Explaining to oneself, or someone else 'putting it into words', can be a powerful means of working through and clarifying ideas.
- Students should use language as a tool for reflecting on their mathematical experiences and hence for their own mathematical learning.
- Students also need to develop the skills of recording their mathematics. The first forms of recording are likely to be in everyday language or in pictures or diagrams. Gradually these representations may be shortened, leading to the need to use symbols.

Children should develop spatial language in much the same way as they lean to talk about various animals and objects - by hearing it used appropriately by others and being encouraged to use progressively more sophisticated language in describing their experiences.

Monitoring and evaluating progress and provision

All staff will be involved in the regular monitoring and evaluation of the implementation of the numeracy policy.

The Head of Mathematics/Numeracy Co-Ordinator will in the autumn term plan for numeracy developments taking into account both Key Stage 3 results and GCSE results from the previous year and throughout the year they will review progress.

An audit of the use of numeracy within all subjects of the curriculum will be undertaken regularly to determine the actual experiences gained by each student. The Numeracy Co-Ordinator will complete this.