



Cardinal Heenan Catholic High School

Numeracy Policy

This policy should be used in conjunction with the following documents:

- Numeracy Essential Guide for Teachers and Parents
 - Numeracy Across the Curriculum Audit

Key staff:	L Tisdale
Key governor:	D Glover
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Approved by Governing Body:	<i>A Tremarco</i>
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CARDINAL HEENAN CATHOLIC HIGH SCHOOL NUMERACY POLICY

Numeracy is a key skill in students' learning and all learners are entitled to quality experiences in this area. The teaching of numeracy is the responsibility of all staff at Cardinal Heenan Catholic High School and this policy further supports the school's drive for consistency in approaches to numeracy across the curriculum. Our aim is to raise the achievement of all learners in the school by seeking to develop their numerical skills by consistent and accurate application across the curriculum. We believe that numeracy can be consolidated and enhanced when pupil/students have opportunities to apply and develop them across the curriculum. Poor numeracy skills, in particular, hold back pupil/students' progress and can lower their self-esteem. To improve these skills is a whole school matter.

Cardinal Heenan Catholic High School is committed to:

- raising the profile of the importance of numeracy within the school and raising standards of numeracy and mathematics
- making numeracy teaching an overt part of every curriculum area
- create a positive and attractive environment which celebrates numeracy
- provide role models through celebrating the successes of older students
- ensure that there are activities in the curriculum to allow pupil/students to learn
- practise the pupils range of numeracy skills
- display high quality examples of numeracy being applied across the curriculum
- provide professional development on teaching numeracy as appropriate

The School Leadership Team will:

- support the development and implementation of the cross curricular numeracy policy and practice
- monitor the effectiveness of cross curricular numeracy strategy in raising standards of achievement
- provide professional development opportunities and resources for teachers and associate staff as appropriate to further support their own understanding and practical competency in numeracy.

The leader of whole school numeracy will:

- work with the leadership team to determine a strategy for dealing with numeracy across the curriculum and to ensure the effective development of the whole school numeracy policy
- monitor the implementation of the whole school numeracy policy through learning walks and book scrutiny
- evaluate the effectiveness of the strategy and modify it as necessary
- lead staff professional development on common practices and methods to be adopted across the whole school and provide exemplar materials for use in classroom
- work systematically with numeracy links, subject teachers and individual staff
- encourage teachers of mathematics to aid and advise to other numeracy links and subject teachers so that a consistent approach is used across the whole school
- raise the profile of numeracy across the whole school
- seek opportunities for topics from other subjects to be used in numeracy lessons
- publicise mathematical methods to be used consistently across the school
- ensure that there is constructive communication between the numeracy links and the whole school
- work in conjunction with the Curriculum for life co-ordinator to ensure financial numeracy resources are fit for purpose.

All teaching staff and teaching support assistants will:

- understand what numeracy is and the difference between mathematics and numeracy
- be aware of how they can support the delivery of numeracy within their subject;
- ensure that numerical tasks included in their lessons are age and ability appropriate and used accurately
- highlight opportunities for the use of numeracy within their subject area
- consider numeracy in their short and mid-term planning, using the “Numeracy Essentials Guide for Teachers and Parents”;
- have a positive attitude to numeracy;
- attend appropriate professional training to develop their subject specific numeracy skills.

The Role of Heads of Department, Coordinators, Curriculum Leaders and Subject Leaders

In order that the policy becomes whole school practice, it is important that Heads of Department, Coordinators, Curriculum Leaders and Subject Leaders ensure that:

- Schemes of learning have opportunities for numeracy included and identified;
- Any lessons should involve relevant numerical content
- Each curriculum area has a resource of relevant mathematical methods accessible to staff;
- New staff are aware of the Numeracy Policy and its inclusion in the subject area;
- The promotion of numeracy in lessons is included in the regular monitoring of learning and teaching and departmental self-review;
- Displaying examples of numeracy within curriculum-based contexts.

Ensuring a consistent approach to numeracy across the curriculum

It must be recognised that not all learners in a particular group will have the same numerical skills and where you are unsure of the capabilities of particular students a member of the mathematics department should be consulted.

All teachers will encourage the writing of mathematically correct statements.

Wherever possible learners will be encouraged to vocalise numerical oracy so that full understanding can be promoted.

All learners should be helped to understand the method they are being asked to use or being taught - they are then more likely to be able to transfer and retain this method rather than learning by rote.

Students use a variety of thinking skills which should be transferable to other subject areas to solve problems, please see Numeracy Subject Audit.

The “Numeracy Essentials Guide for Teachers and Parents” contains practical hints and guidance on developing the numerical skills of students through consistent and accurate application across the curriculum. This booklet is accessible to all subject areas via the shared area of the school network and is also accessible through the school website.