



Numeracy Policy

“Maximising students’ abilities, ambitions and academic potential”

Recommended by: Teaching and Learning Committee	
Date: February 2017	
Approved by the Full Governing Body	
Signed: 	
Next review due: February 2019	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rationale

Numeracy is fundamental to the performance of students not only in mathematics, but in all other lessons. The basic concepts such as problem solving, time management, logical thought and interpretation of data are used across the curriculum. As such it is the responsibility of all staff within the school to promote the application of numeracy skills in all appropriate situations.

Objectives

- To raise the profile of numeracy and standards of numeracy across the College;
- To make the teaching of numeracy a part of every curriculum area;
- To create a positive and attractive environment which celebrates numeracy;
- To ensure that there are activities in the curriculum which allow students to learn and practise their range of numeracy skills;
- To display high quality examples of numeracy and
- To provide Professional Development on the teaching numeracy as appropriate.

Teaching and Learning

All schemes of work should make explicit the **numeracy objectives** for that module. Ideally, they should **at least** support the following:

	Maths
M1	To use time management techniques.
M2	To put items in the correct order or sequence.
M3	To read/interpret data from a graph, table or other resource.
M4	To recognise shapes and patterns.
M5	To explain workings or method.
M6	To represent mathematical information in an appropriate format.

All subject teachers will encourage students to explain and describe the process and method used to accomplish numeracy work. The process is always more important than the answer. It must be recognised that there is never only one correct method and learners will be encouraged to develop their own strategies and methods where appropriate and will not necessarily be taught set ways. 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 this method and remember it rather than learning by rote.

Wherever possible learners will be encouraged to vocalise their numeracy so that full understanding can be promoted - this may be an essential step for some learners; for example, students should be encouraged to estimate the answer to large numerical problems before calculating the actual value to ensure that their answers are sensible.

Logical thought should be encouraged because following a logical thought process is vital when developing numeracy and mathematical skills. These skills should be identified and built on at every opportunity. It is useful to offer logic thought puzzles to students, for example, perhaps as a tutor time activity.

The Use of Calculators

Students should be encouraged to use mental or written arithmetic skills where ever possible, rather than using a calculator. If a calculator is required, students should use scientific calculators where possible, and not calculator features on smart phones.

Display

All classrooms should be stimulating learning environments. Displays should reflect recent or current topics of study. Where possible, displays should contain numerical information within them. This may include numerical terms, symbols, equations or data. Key questions may be asked about what a reader can interpret from the data or statistics used in the display.