



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

NUMERACY POLICY

Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

INSPIRE
WITH
MARICOURT

POLICY REVIEWED: March 2022
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Introduction

All teachers are teachers of numeracy, as it has a role to play in every subject. The staff of Maricourt Catholic High School are committed to developing numeracy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum. All schemes of learning and many lessons include numeracy aspects.

Rationale

“Numeracy is different to the mathematics subject in that it is the application of the skills learned in mathematics in a cross-curricular, real-world way, and not purely about the skills themselves.” (Literacy and Numeracy framework consultation document 2012).

Numeracy underpins the school curriculum by developing pupils’ abilities to transfer numeracy skills across subject areas, helping pupils to appreciate the importance of numeracy in their lives. All departments and all teachers have a crucial role to play in supporting pupils’ numeracy development and every teacher has a role to play in this process.

Principles

- Numeracy supports effective learning.
- Numeracy supports the raising of standards.
- Every teacher is a teacher of numeracy.
- Numeracy is an entitlement of all learners.
- Through becoming more numerate, pupils are more able to fulfil their potential.
- The Literacy & Numeracy framework expects learners to become more accomplished in:
 - Developing numerical reasoning
 - Using number skills
 - Using measuring skills
 - Using data skills

They will be accomplished when they have acquired the skills and are able to apply them to complete realistic tasks appropriate for their stage of development

Aims

- To support pupils' learning in all subjects by helping teachers to be clear about the ways in which their work with pupils contributes to the pupils' ability to reason and apply numerical concepts;
- Develop a shared understanding between all staff of the role of numeracy in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability numerically reason effectively;
- Raise pupils' own expectations of achievement, thus raising standards;
- Develop pupils' confidence in numeracy;
- Promote knowledge and understanding of the pupils' standards of achievement and assessment in number, measuring and data, and the identification of any areas of strength and weakness.

Support and Intervention Provided

- Discrete numeracy lessons are provided to support those with weaker numeracy levels. Pupils who are not secondary ready are taught in small teaching groups and progress monitored every half term.
- Students with SEND are supported closely with their numeracy needs and where deemed necessary, have learning support assistants in their lessons.
- One to one support and small group tuition is in place for students who are struggling with numeracy.
- Displays in classrooms and shared areas create an environment which is conducive to good numeracy practice.
- Curriculum areas complete a numeracy audit annually to identify numeracy rich cross curricular links, and where necessary, they are supported with certain topics

The Maths department also provides the following activities:

- Junior, intermediate & senior maths challenges
- Senior team challenge
- Year 10 Maths feast competition
- Lunch time club for Year 7 mathematicians
- Maths competition for most able Year 6's
- Aintree Maths fun day for our Year 7s

Numeracy across the Curriculum

Mathematical skills can be consolidated and enhanced when pupils have opportunity to apply and develop them across the curriculum. Poor skills, in particular, hold back pupil's progress and lower their self-esteem.

All teachers should consider pupil's ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:

- Handle number and measurement competently, mentally, orally and in writing.
- Use calculators accurately and appropriately.
- Interpret and use numerical and statistical data represented in a variety of forms

Specific mathematical links with other subjects

Department	Mathematical content
Art	Symmetry; other transformations; paint mixtures as a ratio
Business	Profit and loss; representing data
Computing	Representing data; iterative loops and the application of iteration; algorithms and problem solving; binary and hexadecimal
DT	Measurement; properties of shape; scaling and ratio.
English	Identifying important information in a text will help them to better understand problem solving questions.
Geography	Representing data; finding averages; use of spreadsheets
History	Timelines; sequencing events
MFL	Dates; counting in other languages
Music	Sequencing
PE	Collecting real data; timing; measuring
R.E.	Timelines; sequencing events
Science	Formulae; calculating means and percentages; calculating with positive, negative and decimals; substitution; rearranging formulae; collecting and representing data