



# **St Mark's West Essex Catholic School**

## **Numeracy Policy**

<b>Date Reviewed:</b>	<b>November 2017</b>
<b>Next Review Date:</b>	<b>November 2019</b>
<b>Committee:</b>	<b>Curriculum, Pupils and Admissions</b>

It had been identified nationally that there is a need to strengthen pupils' ability to use mathematics in unfamiliar contexts.

**St Mark's sees numeracy as one of the keys to improving learning and raising standards and has an approach which is relevant to all curriculum areas and pupils of all levels of attainment.**

### **Aims**

The school's approach to numeracy focuses on pupils becoming confident, active and committed to their use of all numerical areas of the curriculum.

We think our pupils should be entitled to experiences which enable them to develop the use of numerical skills in other subjects which will support progress and understanding in both mathematics and in those subjects.

Ofsted emphasises the need for teaching to enable pupils to develop skills in reading, writing, communication and numeracy. This is referred to in each grade descriptor for the quality of teaching and achievement of pupils.

### **What is numeracy?**

Numeracy is much more than an ability to recall the times tables and perform mental arithmetic. Perhaps one of the best definitions of numeracy comes from the Cockcroft Report – Mathematics Counts – which suggests that being numerate implies two attributes: **'.....an at-homeness with numbers and an ability to make use of numerical skills to cope with everyday demands.....'** and **'.....an ability to have some appreciation and understanding of information presented in numerical terms, e.g. graphs, charts, tables, .....**

Numeracy is a key skill in pupils' learning and all pupils are entitled to quality experiences in this area. All teachers should consider pupils' ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:

- θ handle number and measurement competently, mentally, orally and in writing;
- θ use calculators accurately and appropriately;
- θ interpret and use numerical and statistical data represented in a variety of forms.

Whilst recognising that there are some pupils who will not achieve all of these, all pupils will be encouraged to develop these skills:

- θ to read numbers and to count;
- θ to tell the time;
- θ to pay for purchases and to give change;
- θ to weigh and measure;
- θ to understand straight forward timetables and simple graphs and charts;
- θ and to carry out any necessary calculations associated with these.

The teaching of numeracy is the responsibility of all staff and the school's approaches is to be as consistent as possible across the curriculum. Curriculum areas should endeavour to ensure that materials presented to pupils will match their capability both in subject content and in numerical demands.

All pupils should be encouraged to present their work as neatly as possible so that their achievements and methods can be properly recognised.

Subject areas should encourage pupils to employ appropriate methods whether these are mental, written or using a calculator.

Where calculators are to be used their correct use may have to be taught.

Not all pupils in a teaching group will have the same numerical skills and where unsure of an appropriate 'numerical level' teachers should consult with the Mathematics staff.

All teachers should discourage pupils from writing down answers only and encourage pupils to show their numerical working out with the main body of their work – not on scrap paper, nor at the back of their books, nor anywhere else.

The use of estimation particularly for checking work needs to be encouraged.

All staff should encourage pupils to write numerically correct statements.

We have to recognise that there is rarely only one correct method and pupils should be encouraged to develop their own correct methods where appropriate.

Wherever possible pupils should be allowed and encouraged to 'vocalise' their numeracy – a necessary step towards full understanding for many pupils.

All pupils should be helped to understand the methods they are using or being taught – pupils gain more and are likely to remember much more easily if they understand rather than are merely repeating by rote.