



BALLYCASTLE HIGH SCHOOL

Numeracy Policy

- *Approval by the Board of Governors: **June 2016***
- *The implementation of this policy will be monitored by: Senior Management Team*
- *This policy will be reviewed every two years*





RATIONALE

Numeracy is a life skill. It is a proficiency that is developed across the whole curriculum. Numeracy involves logical reasoning, problem solving skills, and having the confidence and competence to use numbers and measures in different contexts.

Developing numeracy enables pupils to apply mathematics across the curriculum and in real life situations. Skills in numeracy should help our young people to make informed and responsible choices and decisions throughout their lives. (Count, Read, Succeed 2.3)

At Ballycastle High School we are committed to raising the standards of numeracy of all our students; we want our pupils to be confident and capable in the use of numeracy to support their learning in all areas of the curriculum and to acquire the skills necessary to help achieve success in further education, employment and adult life.

It is important to recognise that all teachers are teachers of numeracy.

AIMS

- To adopt a whole-school approach to numeracy across the curriculum in order to raise standards of attainment for all learners.
- To recognise the importance of numeracy in all subjects across the curriculum.
- To identify similarities and differences in numerical teaching in different curriculum areas and develop a common approach.
- To encourage staff to take responsibility for the development of numeracy in each subject area.
- To raise staff and pupil awareness of key numeracy strategies.
- To encourage learners to transfer numerical skills and apply them in everyday and unknown contexts.

OBJECTIVES

- All departments have a responsibility for identifying aspects of their schemes of work that contribute to raising standards in numeracy.
- All teachers should highlight aspects of numeracy in their planning and delivery to students.
- All teachers should encourage and promote the use of problem solving.
- Support will be provided for all staff during whole school inset.



- Raise the profile of numeracy throughout the school promoting the identified focus for the year.
- All pupils in Key Stage 3 will be assessed to identify low achievers to receive additional support.
- The numeracy coordinator will further develop links with local and feeder primary schools and provide a fun/interactive experience for P7 pupils.
- The numeracy coordinator will oversee the use of iPads in Year 8 to further develop numerical skills with the support of the mathematics department.

CROSS-CURRICULAR DEVELOPMENT WORK

The numeracy coordinator has identified the following priorities for development:

2015/16	Year 8	Time
2016/17	Year 8 Year 9	Time Fractions, Decimals, Percentages
2017/18	Year 8 Year 9 Year 10	Time Fractions, Decimals, Percentages Financial Capability

The Coordinator will:

- identify areas for improvement
- identify relevant/suitable apps for Year 8 use on the iPads
- monitor progress and use of the Mathletics app by Year 8
- award certificates and prizes for numeracy achievement in Year 8
- with the help of staff, raise the profile of numeracy and selected areas of focus in each year
- provide appropriate support for departments and/or individual members of staff
- provide appropriate materials for use in numeracy lessons
- keep the numeracy sections of the website up to date with relevant links to support materials
- organise SEN support
- provide guidelines, resources and activities for use during support sessions.



Possible Department Actions:

- put up classroom or corridor display featuring how the current focus is used in the subject area
- review schemes of work to ensure numeracy opportunities have been clearly identified
- make use of relevant numeracy apps on iPads for Year 8
- become familiar with and adopt the numeracy teaching strategies used in the mathematics department.

All staff should endeavour to:

- encourage pupils to use mental strategies in the classroom rather than turning immediately to a calculator
- ask pupils to explain their answers and allow pupils to share and compare
- question pupils about strategies undertaken and promote problem solving
- ask pupils to consider 'rough' answers and allow opportunities to estimate before calculation
- make reference to the 'Estimate, Calculate, Check' posters
- encourage pupils to make use of the numeracy help section in their homework diaries
- encourage pupils to learn facts including times tables
- provide opportunities to practice times tables
- use diagrams and equipment to aid understanding when possible
- use mathematical terminology where possible to familiarise pupils with their meaning and develop understanding
- highlight the current focus, where appropriate, in their own lessons
- support and encourage the implementation of the numeracy policy.



PROVISION FOR SPECIAL EDUCATIONAL NEEDS

We aim to ensure that all pupils make progress and gain positively from numeracy activities. Teachers will consider the needs of pupils who:

- require access to a more simplified structure
- require extension or challenge
- need support to access the language aspects of numeracy
- may have a physical, sensory, emotional or behavioural difficulty.

Numeracy lessons will be planned for through the use of a variety of strategies as appropriate to the pupils, including support from a class support assistant, targeted questions, careful modelling of mathematical language, provision of differentiated tasks and use of suitable resources.

Pupils with more complex needs will be identified by the coordinator based on IEPs, GL Assessment results or reports and requests from class teachers. These pupils will be removed from class once a fortnight to receive individual numeracy support. Sessions will last approximately 20 minutes and continue for a term (6 sessions in total). Learning support assistants will take the session and focus on life skills using resources and guidance provided by the coordinator.

USE OF CALCULATORS

Pupils should:

- have the required skills to use the basic facilities of a calculator effectively
- preferably have their own calculator and become familiar with its working
- be encouraged to estimate the answer before using their calculator
- be able to interpret calculator answers sensibly
- not develop a reliance on the use of a calculator.