

# Numeracy Policy for Llangatwg Community School

## Definition of Numeracy

Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

## Aim of the policy

It is the aim of the Welsh Government that the children of Wales are able to develop excellent numeracy skills during their time in school.

At Llangatwg Community School we aim to ensure that all children develop their numeracy skills through their learning in Maths and across the curriculum. We believe that numeracy across learning is the responsibility of all staff.

## Objectives

Using the Programmes of Study from The New KS3 Programme of Study (statutory from September 2015) and the National Literacy and Numeracy Framework 2013, we will enable learners to develop:

- confidence and competence in using number which will allow them to solve problems, analyse information and make informed decisions based on calculations.
- mathematical thinking that allows them to creatively and logically solve problems involving abstract mathematical concepts through application and understanding and within a variety of contexts
- essential numeracy skills which will allow them to participate fully in society, including financial awareness, and effective money management
- skills to interpret numerical information appropriately and use it to draw conclusions, make reasoned evaluations and informed decisions
- their ability to communicate mathematically and enrich their discussions with mathematical vocabulary
- their ability to work both independently and in cooperation with others
- a solid foundation on which they can build upon as they progress through the school

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## **Literacy and Numeracy Framework**

Numeracy across learning is a statutory requirement of the National Numeracy Framework. It now goes without saying that all teachers are teachers of numeracy and are tasked with improving learners' numerical understanding in a variety of contexts.

The Numeracy Framework has been statutory since September 2013. This is supported by the National Numeracy Programme and is covered by four strands:

- Developing numerical reasoning.
- Using number skills.
- Using measuring skills.
- Using data skills.

## **Roles and responsibilities**

### **Headteacher**

The Headteacher has overall responsibility for the National Numeracy Framework at the school.

### **Deputy Headteacher**

The Assistant Headteacher is responsible for liaising between the Numeracy Coordinator and Headteacher.

### **Numeracy Coordinator**

#### **The main responsibilities of the Numeracy Coordinator are:**

- To ensure the school meets the requirements of the National Numeracy Framework
- To monitor, evaluate and track the numeracy provision for pupils in the school
- To help identify training needs of staff in relation to numeracy and ensure that these training needs are met
- To liaise with Curriculum Leaders to ensure that numeracy is delivered in a coherent and consistent manner throughout the school
- To lead the Numeracy working group for the school

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## **Curriculum Leader**

**The main responsibilities of the Curriculum Leader are:**

- To create opportunities for numeracy within schemes of work and develop resources accordingly. They are responsible for ensuring all subject staff are fully aware of these.
- To quality assure the numeracy taught within their subject via book monitoring and lesson observations.
- To inform the Numeracy Coordinator if there are issues with learners' numerical progress within their subject
- To quality assure the numeracy reports written by subject teachers within their teams

## **Subject Teacher**

**The subject teacher plays a vital role in developing learners numerical skills within lessons.**

**The key priorities for subject teachers are:**

- To identify opportunities within lessons to develop the numerical skills of learners
- To teach numeracy in a consistent way using the methodology set out in common teaching approaches document stored in the LCS Hwb
- To provide learners with written feedback using the common mark scheme where relevant. For example "when drawing a graph make sure you use a uniform scale".
- To report on learner's numerical progress using the guidelines set out by the school

## **Numeracy Departmental Representative**

**The departmental representative will be the link between the Numeracy Coordinator and Subject Leader. They will be expected to:**

- Attend all calendared meetings
- Feedback developments and issues arising from discussions to departments and Curriculum Leaders via subject meetings
- Assist the Curriculum Leader with enhancing schemes of work to include relevant numerical elements
- Assist with the delivery of consistent teaching approaches across their department, modelling when necessary

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## **Faculty Support Assistant**

**The main responsibilities for the Faculty Support Assistant will be:**

- To assist ALN learners with the numerical aspects of lessons when appropriate
- To ensure they adopt and use the common teaching approaches developed
- To inform the subject teacher of any issues with learners progress within the lesson

## **Incorporating Numeracy into lessons**

To successfully integrate Numeracy into lessons, the following need to be taken into account.

- The aspect of numeracy to be taught to learners
- The characteristics of individual learners (such as their prior understandings, their strengths and weaknesses, and their preferred style of learning)
- Their classroom environment - including the learning resources at their disposal
- The usefulness, for particular learning activities, of electronic aids such as calculators and computers
- The need to assess learners in order to monitor their progress and confirm their achievement
- Finally, teachers will need to take into account and build upon their own teaching strengths and preferences.

## **Common Teaching Approaches**

Common teaching approaches have been developed by the Numeracy Working Party. The document outlining the common teaching approaches is accessible to all (G drive → LCS Hwb). The consistent use of these approaches will be monitored via departmental and whole school book monitoring.

## **Numeracy Diagnostic Tool**

To inform planning, the school will use the diagnostic analysis tool from WG. Outcomes from this will be discussed in numeracy meetings and will also be used to identify learners who are in need of “catch up” to improve their numerical skills.

## **Recording of learner’s work**

Learners are taught a variety of different methods for recording their work and are encouraged to select the most appropriate process for the question they are trying to answer. It is also important for learners to record solutions for mathematical problems as well as being given the chance to explain reasoning. All learners are encouraged to work neatly when recording their work.

## **Tracking progress**

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Departments are to track learner's progress within the numeracy elements taught. The elements have been identified from the audits completed and are included in schemes of work. The approach for tracking each element is the same as for teacher assessments and the score recorded is as follows:

4 - Learner has worked at the level above this element

3 - Learner is confident with this element

2 - Learner has some understanding of the element

1 - Learner does not understand this element

## **Numeracy Intervention**

Learners that are identified as having below average numerical skills will be targeted for intervention. Identification will come from:

- KS2 results
- CAT results
- Numeracy Tests
- Diagnostic analysis of year 6 results
- Teacher judgment

Intervention will be provided via:

- Times Table Rockstars
- A tailored registration programme

In order to track the progress of learners on intervention programmes pre and post testing will take place. Clear goals and targets will be provided and agreed by the learner prior to starting any intervention.

**This document is a statement of the principles, aims and strategies for the teaching and development of numeracy at Llangatwg Community School**