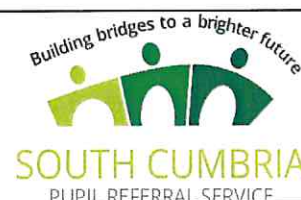


South Cumbria Pupil Referral Service



NUMERACY POLICY

ISSUE 7
DATE: December 2023

RECORD OF ISSUE

ISSUE	DATE	SUMMARY
1	December 2013	Draft follows a change of Headteacher. Review by Staff (PS, GT & KH) December 2013
2	December 2015	Review by staff (DS & EB) December 2015
3	December 2017	Review by staff (DS, PE, VA, EB, GM)
4	November 2018	Review by staff (DS)
5	November 2019	Review by staff (DS)
6	November 2021	Review by staff (HF)
7	December 2023	Review by staff (HF)

DOCUMENT CONTROL

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"Being numerate is defined as having the confidence and competence in using numbers ... to solve problems, analyse information and make informed decisions based on calculations"

Curriculum for Excellence: Numeracy Across Learning - Principles and Practice 2009

Introduction

The South Cumbria Pupil Referral Service is committed to raising the standards of numeracy of all its learners. In so doing learners will develop the ability to use numeracy skills effectively in all areas of the curriculum and have the skills necessary to cope confidently with the demands of further education, employment and general adult life.

This policy is designed, in the first instance, for use by staff and offers advice and guidance on the key roles and responsibilities of staff in the development of Numeracy across Learning.

For the purpose of this document, the definition of **stakeholders** is parents, carers, teachers and learners.

Rationale

The purpose of the document is to encourage the development of numeracy skills and competencies through our policy and practice. Including the following:

- Numeracy and learning are clearly linked because good numeracy skills support learning, whereas poor numeracy skills are barriers to learning.
- Good numeracy skills are a key factor in raising standards across all subjects.
- Learners who are empowered to recognise the links in their learning can build upon them throughout their school experience and beyond.
- High expectation of standards of accuracy and presentation should be consistent in all classrooms.
- Numeracy opens up personal pathways to success and is central to active participation in society and the economy.

Context

Effective learning in numeracy should enable learners to:

- develop essential numeracy skills which allow them to participate fully in society.
- understand that successful independent living requires financial awareness including effective money management.
- gather, present and interpret numerical information and use it to draw conclusions.

- apply skills and understanding creatively and logically to solve problems, within a variety of contexts.
- use technology effectively to enhance skills and solve more difficult numerical problems.

Aims

This policy aims to:

- encourage all stakeholders to become actively involved in developing positive attitudes towards numeracy
- support staff in the implementation of numeracy consistently across all subject areas
- raise levels of achievement and attainment in numeracy
- ensure that all learners are provided with opportunities to gain, understand and use numeracy skills, while providing support for children and young people experiencing difficulties or inequalities
- promote progression and continuity across learning
- support staff with the identification of resources and innovative practice.

Roles & Responsibilities

All Staff

All staff have responsibility for promoting the development of numeracy. With an emphasis upon numeracy for all young people, staff will need to revisit and consolidate numeracy skills throughout schooling.

- Collaboratively plan and develop numeracy teaching strategies taking into account individual differences and potential barriers for learners with an additional support need.
- Share resources and examples of good practice across departments.
- Give learners regular opportunities to consolidate their numeracy skills by using them purposefully in order to learn.
- Ensure the use of the correct terminology, notation and techniques, relating to their own subject, and encourage learners to use these.
- Provide opportunities for learners to see the relevance of numerical concepts and relationships in out of school life and in other learning arenas.
- Facilitate the development of analytical, reasoning and critical thinking skills.
- Use technology to enhance the learners understanding of numerical concepts and ideas.
- Develop learners' mental agility.

- Understand when calculators should and should not be used, with clear guidance to learners on sensible use.
- Promote an interest and enthusiasm for Numeracy enabling learners to experience Numeracy in a variety of contexts.
- Undertake additional CPD as required in order to teach the Numeracy outcomes with confidence.
- Support Leadership Team, Numeracy Coordinator and subject leaders in the planning, monitoring and evaluation of Numeracy across Learning.

Leadership team

- Undertake action planning.
- Provide clear direction and work to identified priorities.
- Encourage curricular leaders address numeracy learning experiences within their courses and programmes of work.
- Identify staff CPD needs.
- Allocate time to continuous professional development.
- Encourage the sharing of good practice across the school.
- Encourage the consistent use of strategies across departments.
- Encourage Curricular Leaders to be consistent in high expectations of standards of numeracy in their departments including the use of the same terminology when talking about aspects of numeracy.
- Monitor and evaluate by using a range of approaches, eg sharing classroom experiences and sampling class work.

Numeracy Coordinator(s)

- Support senior managers in planning for implementation.
- Liaise with subject leaders.
- Lead on numeracy policy development, self-evaluation and planning for improvement.
- Support staff in the delivery of numeracy.
- Identify students who would benefit from 1:1 numeracy support and liaise with senior staff to timetable sessions

Curriculum Leaders

- Recognise where their subject area is best placed to develop certain numeracy skills and identify these opportunities in planning.
- Take responsibility for planning, developing, monitoring and evaluating numeracy outcomes and experiences within their subject areas.
- To support staff in the delivery of numeracy within their department.
- Encourage staff to teach numeracy skills in a systematic and consistent way.
- Encourage the sharing of good practice across the department.
- Encourage staff to use the same terminology when talking about aspects of numeracy.
- Ensure whole school strategies for numeracy are used consistently.

1:1 Staff

- Deliver Numeracy files that have been created to meet the needs to those on 1:1 numeracy sessions
- Mark work using answers provided
- Liaise with numeracy coordinator(s) to monitor progress.

Parents/Carers

- Support and encourage the development of their child's Numeracy.
- Support the school in the implementation of whole school expectations of this policy in order to maximise the potential of their child and therefore all learners.

Possible accreditation

We will support students in their development of numeracy skills by entering them for qualifications as appropriate. The following accreditation is being used with Year 9, 10 and 11 students:

- Edexcel GCSE
- Entry Level Certificate in Mathematics
- Aim awards modules

We work with schools where students are dual registered to support any examination entries they have made.

School Self Evaluation

Evaluation of the implementation of this policy will be done through quality assurance procedures such as feedback from classroom observations, learning rounds and stakeholder surveys.

Appendix 1 - Numeracy Capacities

Confident Numerate Individuals can:

- Demonstrate self-awareness by reflecting on the relevance of numerical skills across a range of disciplines and using these skills appropriately.
- Apply numerical skills confidently to lead an independent lifestyle.
- Relate to others by describing solutions, listening to alternative views attentively and responding appropriately.
- Use numeracy confidently in a range of real life situations.
- Express solutions creatively in a way that engages others.

Successful Numerate Learners can:

- Think innovatively when addressing numerical problems.
- Use technology successfully in addressing numerical issues.
- Think creatively and independently by presenting work in different ways.
- Learn independently by searching, selecting, processing, synthesising and transforming numerical information from a range of sources.
- Learn as part of a group by discussing and clarifying their numerical understanding.
- Use numerical skills successfully over a range of curricular areas and in different types of learning situations.

To enable our young people to become Successful Numerate Learners, Effective Numerate Contributors can:

- Apply skills and understanding to creatively and logically solve problems.
- Develop resilience by working on suitably challenging problems, both alone and with others.
- Communicate solutions effectively to a wider audience.
- Apply critical numerical thinking in new contexts by posing and reflecting on solutions.

Responsible Numerate Citizens can:

- Develop knowledge of how numeracy is applied in everyday life.
- Use numerical information to make informed decisions.
- Interpret numerical data to draw conclusions, assess risk and make reasoned evaluations.

