

ST JOSEPHS

NUMERACY POLICY

Current definition of Numeracy

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts.

The purposes of our whole-school numeracy policy

1. Develop, maintain and improve standards in numeracy across the school
2. Ensure consistency of practice including methods, vocabulary, notation, etc.
3. Indicate areas for collaboration between subjects
4. Assist the transfer of pupils' knowledge, skills and understanding between subjects.

Consistency of Practice

The Mathematical Association recommend that teachers of Mathematics and teachers of other subjects **co-operate on agreed strategies.**

Teachers of mathematics should:

1. be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.
2. provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.

3. through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
4. seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

Teachers of subjects other than mathematics should:

1. ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
2. be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
3. provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
4. provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

Transfer of Skills

“It is vital that as the skills are taught, the applications are **mentioned** and as the **applications** are taught **the skills are revisited.**”

Once a week during form-time pupils take part in numeracy activities. One of these involves working through their individual numeracy booklets which contains targeted numeracy skills for pupils to practice (Numeracy in Form-time)

Subject areas are being made aware of the underlying **maths knowledge** and approaches that go with the applications that they use. In particular we are making better links with:

ART – Symmetry; use of paint mixing as a ratio context.

ENGLISH – comparison of 2 data sets on word and sentence length.

FOOD TECHNOLOGY – recipes as a ratio context, reading scales.

GEOGRAPHY – representing data, use of Spreadsheets

HISTORY – timelines, sequencing events

ICT – representing data; considered use of graphs not just pretty ones!

MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.

MUSIC – addition of fractions

PHYSICAL EDUCATION – collection of real data for processing in Maths

RELIGIOUS EDUCATION – interpretation and comparison of data gathered from secondary sources (internet) on e.g. developing and developed world

DESIGN AND TECHNOLOGY – measuring skills, units of area and volume

SCIENCE – calculating with formulae, 3 way relationships,

At St Joseph's we believe that everyone can and should achieve in Maths with hard work and determination.

#ICanDoMaths.