

The Thomas Aveling School

Policy No: 23

NUMERACY ACROSS **THE CURRICULUM POLICY**

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Numeracy Across the Curriculum Policy

Definition

The National Numeracy Strategy Framework defines numeracy as being:

“competence and confidence with numbers and measures”.

Our increasingly technological society is making ever-greater demands on numerical skills in every day life - at home, at school, in work and as citizens. Teachers should have knowledge of these numeracy demands and numeracy learning needs. Numeracy is a key skill that is important for life and for the employment opportunities of students at all levels of attainment.

Whole School Approach

Each curriculum area is expected to support the development of numeracy skills through relevant activities within their lessons. To further develop numeracy skills in all areas of the curriculum, departments should encourage students to interact confidently with their environment and to transfer their numeracy skills across the different areas of the curriculum. Staff should ensure that there is a consistent approach to the application and development of numeracy skills.

Aims

- To ensure a coherent experience of numeracy throughout the school.
- To enable all students to have the relevant numerical skills to access the curriculum and to function in every-day life.
- To further develop numeracy skills in order to promote learning and raise standards.
- To improve accuracy, particularly in calculation, measurement and graphical work.
- To improve interpretation and presentation of charts, graphs and diagrams.
- To improve reasoning and problem solving.

A numerate student should be able to:

- Identify and use an efficient strategy for the calculations they need to do.
- Develop their thinking and reasoning skills through problem solving.
- Handle, analyse and interpret graphical information and numerical data.
- Reach high standards of neatness and accuracy in drawing and measurement work.
- Know how and when to use calculators and other ICT resources appropriately and efficiently.
- Be able to explain their methods and reasoning using correct terms.
- Be able to judge that answers are of a reasonable magnitude.
- Use a variety of recording methods – symbolic, graphical, diagrammatic, pictorial, written and verbal.

Teaching and Learning Strategies

In order to enable each student to develop numeracy skills within their own capabilities the following strategies may be used

- Practical activities
- Investigations
- Discussion
- Problem solving
- Development of mental strategies
- Games
- Real life experiences
- Use of ICT resources
- Group/paired/individual work
- Consolidation of basic skills and routines

Assessment

In line with school assessment policy, areas of numeracy need to be identified and assessed as part of every lesson and in each Programme of Study. Assessment should be ongoing to provide continuity and progression. Students should be able to experience success regardless of their level of ability.

Equal Opportunities

In line with the policy within the school staff need to be aware of, and provide for, equal opportunities for all students taking into account cultural background, gender and special needs.

Consistency of Approach

In order to achieve consistency of approach the Kent Advisory Service document 'Numeracy Across the Curriculum Policy: A whole school approach' is available as an appendix and includes guidance for staff on calculation methods, handling data, teaching thinking, accuracy in measurement and drawing, and knowledge and skills expected in Key Stage Three.

The success of this policy depends upon staff consistently implementing these aims and objectives in the teaching and learning within the school.