

**Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School**



Moving Forward Together

Numeracy Policy

Date established by Governing Body 3rd February 2021

Curriculum, Staffing & Pastoral Committee

Responsible Person – Mrs Helen Hopkins Numeracy Coordinator

Line Manager- Miss Bethan Jones

Designated role – Assistant Headteacher

Chair of Governors signature – Helen Starkey

Review Date – Spring Term 2024

Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature

The Cockcroft Report (1982) defines numerate ability as “an ability to make use of mathematical skills to cope with the practical mathematical demands of everyday life”

Basic Skills Cymru states that “Literacy and numeracy underpin nearly all the other skills we need in our daily lives—at work, in the family or in leisure and other activities”

“A numerate learner is one that acquainted with the basic principles of Mathematics” **OED** (1995)

Rationale - Why develop numeracy?

Numeracy skills are required for many aspects of life, whether it be education, employment or leisure activities. Learners are all entitled to have an opportunity to develop their numeracy skills. All learners should have a rich numeracy learning environment and numeracy activities should provide both challenge and enjoyment.

Aims and objectives

- To evaluate the progress and developments of numeracy at Queen Elizabeth High School
- To develop a self evaluation report which leads to a sound development plan moving forward
- To promote numeracy developments in all aspects of the curriculum
- To set targets for improving learner performance in numeracy
- To provide intervention strategies and support for those learners with weaker numeracy skills
- To provide opportunity for staff training in order to ensure a consistent understanding and approach to numeracy within the school.
- To monitor and evaluate the provision of numeracy for all learners

Role of the Senior Management Team

To approve numeracy based initiatives and strategies

- To advise and support the numeracy coordinator
- To provide appropriate resources for the implementation and development of numeracy strategies

Role of the numeracy Coordinator

- To be responsible to the Headteacher, the Governing Body and Line Manager of Skills for the development of numeracy throughout the school.
- Develop a whole school policy for numeracy
- Chair curriculum managers responsible for skills
- Establish a development plan for numeracy
- Establish a cross curricula numeracy plan and oversee such development
- Work in conjunction with the Assistant Headteacher to monitor the numeracy development of all learners in KS3 and KS4
- Help identify the training needs of staff in relation to numeracy
- Support the sixth form with their delivery and assistance in the intervention program
- Support level 1 Teaching assistants to deliver intervention.

Role of Standards Leader/Curriculum Manager

- To ensure there are opportunities for numeracy tasks within departmental schemes of work
- To ensure the curriculum manager for skills liaises with the numeracy coordinator as and when needed
- Monitor / oversee the tracking of data and identification of pupils for intervention.

Role of the Form Tutor

- Ensure they are familiar with mathematical language, conventions and techniques
- To encourage tutees to solve simple mathematical problems
- Practice multiplications during form period

Role of teaching staff

- Ensure they are familiar with mathematical language, conventions and technique
- Provide opportunities for all learners to use their numeracy skills within lessons
- Identify learners with weaker numeracy skills and report concerns to numeracy coordinator and Assistant Headteacher

- Follow support material created by numeracy coordinator e.g writing toolkit and reading toolkit
- Teach the numeracy strands as prescribed in the Skills Framework and school plan
- Enter and update tracking data (Y/D/N)

Role of intervention support

- Deliver personalised numeracy support for identified pupils
- Develop resources for use with identified learners
- Monitor progress of learners identified
- Keep record of work and progress of identified learners

Identifying learners

All year 7 learners will take a progress test in maths in the first term at Queen Elizabeth High School. Information gathered from their primary school, numeracy test and standardised score will help us identify a target group of learners who need additional support. The Numeracy coordinator will organise and provide a program of additional support and all subject staff will be made aware of the target group.

Note- Any learners showing a talent for numeracy and mathematical ability should be referred to the More Able and Talented coordinator. More information can be found in the MAT policy.

Intervention Strategies

The school will follow a three tiered support system (Appendix 1)

Tier 1- All pupils across Key Stage 3 will receive this intervention. This will be done by subject teachers across all subject areas.

Tier 2- This intervention will be for specific pupils linked to specific skills. This will be a short intervention focused on a particular skill. Pupils might enter this intervention numerous times for a number of skills. Exit criteria will be improvement in the assessed skill.

Tier 3- This intervention will be for a specific target group of pupils for all skills across the Skills Framework. This intervention will take place 3 times a week. The entry requirements for this intervention will be based on primary school data, numeracy tests and standardised scores. Exit criteria for this will be improvements in standardised scores to meet year group average.

Numeracy across the curriculum

Each department should follow guidance as set out in the Skills Framework and the numeracy plan for the school. Subject areas should incorporate numeracy tasks into their schemes of work and into their lesson planning. In order to provide consistent and solid approaches, all departmental areas should focus on the same numeracy topics chosen for each year group, which have been identified in the cross curricula plan. By having such a consistent approach learners will be provided with a wealth of opportunity to develop and improve specific literacy skills.

Appendix 1.

Tier 3- This intervention will be for the target group of pupils identified from the primary school and numeracy test. This will be small group of pupils. They will have 3 morning sessions a week to develop a wide range of numeracy skills. These skills will be taught and assessed during the morning intervention.

Tier 2- This intervention will be specific to strands in the framework. Pupils that receive an N for a specific skill will attend 3 morning sessions to learn the skill and improve the skill. This will then be assessed again in order to measure improvement.

Tier 1- This intervention will take place for all pupils. This will be done across the curriculum in departmental areas. All skills in the Skills Framework will be assessed and measured in specific subject areas. This will enable all pupils to develop their numeracy skills. Skills will be assessed using Y/D/N.