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**Trustee Body Sub-Committee Responsible for Review:** Teaching & Learning  
**Trustee Body Sub-Committee Approval Date:** September 2015  
**Review Date:** June 2018

## INTRODUCTION AND PURPOSE

**Numeracy is ‘the ability to reason with numbers and other mathematical concepts. A numerically literate person can manage and respond to the mathematical demands of life’.**

Aspects of numeracy include number sense, computation, measurement, geometry, data representation, time, proportion, probability, transformations and statistics.

At Thornhill Community Academy (TCA) we recognise and promote effective numeracy as a vital key to raising standards across all subjects and for equipping students with the knowledge and skills they need for life beyond school.

At TCA, numeracy teaching should be an integral part of every lesson and should play a major role in providing all students with the knowledge, skills and understanding they need to become numerically literate. Numeracy should be embedded within the tutorial system across all year groups and within curriculum teaching.

The development of numeracy skills has to be at the centre of teaching and learning across the curriculum in order to fully engage students in a learning process that is both challenging and stimulating. A ‘culture of numeracy’ needs to be created where students not only use mathematical concepts to improve their understanding in other academic subjects but also value its importance in the world around them.

Staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to support the development of student numeracy.

## AIMS AND OBJECTIVES

### Key Aims

- 1) To develop a clear direction and focus for numeracy across the curriculum.
- 2) To improve student perceptions of maths and its value in the world around them.
- 3) To improve students’ numeracy skills thereby enabling students to have greater access to the curriculum and to achieve success.
- 4) To improve knowledge and understanding of numeracy issues among staff and parents.
- 5) To embed numeracy across the whole school curriculum using a range of resources and strategies.
- 6) To close achievement gaps and raise achievement in Maths.
- 7) To raise levels of numeracy to improve learning and raise standards across the whole school.

## Success Criteria

- 1) Numeracy is embedded in all lessons, regardless of subject, and is evidenced in schemes of work, lesson plans and observations.
- 2) Through high quality professional development, staff are supported in developing their own understanding and expertise in issues surrounding numeracy.
- 3) All students to complete a collection of tasks focused on Numeracy strategies from the first week of the academic year.
- 4) 100% of identified students to receive intervention.

## CONTEXT AND RATIONALE

### ***A significant percentage of our students have poor numeracy skills when joining the Academy.***

A lack of numeracy skills is impacting on our pupils' progress and achievement. There is a lack of data tracking of an individual pupil's numeracy skills. This means that in the majority of cases there is no clear evidence of rates of progress outside of academic assessment.

### ***A number of our students are not confident when working with numbers.***

Many pupils seem to find numeracy difficult. There is a need to create strategies to support the development of independent learning in numeracy and to make it relevant to everyday life and their future life beyond the Academy.

### ***Students must be able to transfer numeracy skills to other subjects.***

Students find it difficult to transfer learnt skills in Maths to other subject areas across the Academy. Students also need to be able to better apply basic concepts to practical situations. Strategies need to be used to support this application of skills across the curriculum.

### ***Numeracy must be a whole-Academy issue.***

Numeracy is a key focus of the Ofsted framework. Improving numeracy across the Academy will enable pupils to be more skilled in accessing the curriculum, regardless of the subject. A clear numeracy focus will enable our students to create greater opportunities for themselves and improve their life chances.

## ROLES AND RESPONSIBILITIES

### **The Senior Leadership Team will:**

- Accept overall responsibility for the delivery of the school's Numeracy Strategy and Action Plan.
- Provide opportunities for staff training on numeracy to take place on INSET days, Best Practice Briefings, Professional Learning Communities or during other times.
- Support departments they line-manage to deliver on the whole school numeracy initiatives.
- Be role models in employing numeracy strategies in their own teaching and monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race, ethnicity or gender.

### **The Numeracy Coordinator will:**

- Lead on delivery of the Academy's Numeracy Strategy.
- Provide opportunities for staff training on numeracy to take place on INSET days, Best Practice Briefings, Professional Learning Communities or during other times.
- Advise other staff in the Academy on numeracy issues

- Co-ordinate Study Skills and whole school numeracy initiatives.
- Monitor the impact of the Numeracy across the Curriculum Strategy on standards of numeracy.

**All Teaching Staff will:**

- Develop and use approaches to numeracy which are relevant to all curriculum areas and students of all attainment levels.
- Plan for the inclusion and development of student numeracy skills in everyday lessons and make explicit the links to everyday life.
- Continue to develop and use a variety of activities that promote interactive learning using numeracy skills.
- Monitor student progress, using formative assessment. This should inform strategies that can support students in their learning and provide them with support and feedback to make progress in line with and above national expectations.
- Ensure that they are familiar with the specific numeracy demands of their subject and ensure sufficient coverage of these skills in their lesson planning.
- Use the agreed strategies in order to teach numeracy skills.
- Report on a student's standard of numeracy at Parent Consultation Meetings, as appropriate.

**Form Tutors will:**

- Ensure that there is active numeracy learning during Study Skills periods and that time is allocated to completing the numeracy activities.
- Ensure that there is time in Study Skills to discuss current affairs that promote and require the application of student numeracy skills.

**The Closing the Gap Team will:**

- Liaise with the Numeracy Coordinator about student attainment in numeracy.
- Develop and deliver alternative learning pathways at KS3 for identified cohorts of students in need of significant numeracy support on entry.
- Assess and support students with SEN Support, Education and Health Care Plans and Statements with appropriate interventions to improve numeracy skills.
- Identify students who have low levels of numeracy and use further diagnostic testing to gain a greater insight into numeracy difficulties.
- Identify students with specific numeracy issues and provide appropriate intervention.
- Support students with Statements with in-class Teaching Assistants.
- To liaise with key feeder Primary Schools as part of Year 6 to 7 transition and to identify opportunities to build students' numeracy before joining TCA.
- Provide support in class and during Study Skills time where necessary and one-to-one out of class support in order to develop students' numeracy.
- Communicate with all staff the educational needs of students who have difficulties in numeracy and provide them with suggested strategies for supporting those students.

## EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability	X			Should advance equality of opportunity for SEND and students with a disability.
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race	X			Should advance equality of opportunity through targeted provision for key groups and students.
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					