



# NUMERACY POLICY

Role	Responsibility
------	----------------

## Context

Ratton School is committed to raising the standards of numeracy of all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

“Numeracy is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables”

(National Framework for teaching Mathematics, 1999)

## The Ratton Perspective:

Numeracy includes:

- The ability to make sense of more than just number;
- Developing mental strategies as well as pencil and paper methods;
- A confidence and competence in using and applying mathematics, recognising that skills are transferable across different subject areas and in a variety of contexts;
- The ability to use the correct mathematical language;
- Having the functionality in mathematics to ensure a successful transition from Ratton into college and work.

We are committed to the principle of equal opportunity for all students and all staff. We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age.

Status	Non-statutory
--------	---------------

## Purpose

To help students develop their functionality in Mathematics, in order to be equipped as life-long learners.

Consultation	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Middle Leaders</li> <li>• Governors</li> <li>• Leadership</li> <li>• Parents</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Teaching &amp; Learning</li> <li>• Marking</li> <li>• Assessment</li> <li>• Planning for Learning</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Regularly review this policy</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure consultation about this policy</li> <li>• Ensure structures effectively support this policy</li> </ul>
AHT Numeracy	<ul style="list-style-type: none"> <li>• Take a lead in establishing the principles underlying effective numeracy</li> <li>• To lead in the development of cross-curricular numeracy by the introduction and development of Functional Skills</li> <li>• Work with Learning Leaders and Curriculum Leaders to support students' progress</li> </ul>
Curriculum Leaders	<ul style="list-style-type: none"> <li>• To establish the relevance of numeracy to their curricular area</li> <li>• Ensure that numeracy opportunities are included within schemes of work</li> <li>• Monitor the development of numeracy within lessons where appropriate</li> </ul>
Learning Leaders	<ul style="list-style-type: none"> <li>• Monitor students' progress in their community and intervene as necessary</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• To liaise with Maths department when appropriate</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>• To be aware of students' numeracy gaps and inform the teacher</li> <li>• Support learners to bridge numeracy gaps</li> </ul>

### **Arrangements for Monitoring and Evaluation**

---

Regularly review the development of Functional Skills

Evaluate the outcomes of the Functional Skills qualifications

Date established by Governing body:	April 2010
Date for full implementation:	April 2010
Date of Governor approval:	April 2010
Date of review:	April 2013