

Netherhall School

An Ambitious, Caring Community



Numeracy Policy

Adopted by Netherhall School Governing Body

On . April 2019

Signed: (Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: April 2019

Anticipated review date: April 2020

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Aim

Netherhall School is committed to raising the standards of Numeracy of all of our st develop the ability to use these skills effectively in all areas of the curriculum, and as confidently with the demands of further education, employment and adult life.

Rationale

Numeracy is central to the school curriculum. Through the emphasis we place on developing students' skills in processing, communicating and interpreting numerical information, we aim to help them to become the best of independent learners. Our focus is to promote a consistent and effective approach to numeracy throughout the school thereby developing and reinforcing the numeracy skills of the students.

The Policy in Action

Key Principles

All staff will help support numeracy in the classroom as follows:

1. Share a common methodology with the Maths department when using any form of mathematics within their own department.
2. Maintain an awareness of language, conventions and misconceptions in mathematics.
3. Establish rules for the use of calculators and rulers.

In order to achieve these objectives, all Schemes of Learning will include specific reference to links to numeracy. This includes having, as appropriate:

1. **A shared approach to the methodology of Mathematics which:**
 - Encourages the use of appropriate calculation strategies.
 - Suggests suitable units for measurements.
 - Encourages students to make sensible estimates.
 - Ensures students to explain methods, using correct terminology.
2. **A shared approach to an awareness of language, conventions and misconceptions - *with particular focus on:***
 - The use of the equal sign – it means 'is equal to'.
 - Multiplying and dividing by powers of ten – not adding or removing a zero.
 - Not encouraging students to 'move the decimal place'.
 - Issues around negative numbers, in particular the use of language.
 - Column subtraction and addition – no 'borrowing'.
 - Use of terms such as -square units – not units squared.
 - The difference between histogram and bar charts.
 - The most appropriate way to show results in graphical format.
 - Standardised units – converting between metric (not imperial) units.
 - Averages – which average?
3. **A shared approach to calculation and calculators- *which emphasises that:***
 - Calculators should only be used when appropriate – use of mobile phones is not acceptable.
 - CASIO FX83GT is the standard calculator to be used at Netherhall.
 - Written methods of calculating should still be shown.
 - Mental estimates should be encouraged.

NB This policy will be amended as the year progresses and the impact of each approach is evaluated.