



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

OUR SCHOOL CARES

GRAMMAR SCHOOL ROAD
LATCHFORD, WARRINGTON
WA4 1JL

01925 636414

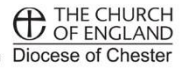
01925 417468

INFO@BOTELER.ORG.UK

WWW.BOTELER.ORG.UK

/THOMASBOTELER

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NUMERACY POLICY 2015

AUTHOR:	Mr C Murray
COMMITTEE:	n/a
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HIGH EXPECTATIONS



HIGH ASPIRATIONS



HIGH STANDARDS



YOU WILL SUCCEED



A VOLUNTARY AIDED CHURCH OF ENGLAND SCHOOL SERVING THE DIOCESES OF CHESTER AND LIVERPOOL

Rationale

By 'numeracy' we mean 'the core knowledge and understanding of, and the ability to use, number and mathematics'. Students must develop their numeracy to function effectively in all their work at school and in their future lives as adults. This policy sets out how the school approaches the teaching of numeracy across the curriculum, in subjects other than in mathematics. The school has a separate policy on the teaching of mathematics as a subject.

It is the responsibility of all teachers at Sir Thomas Boteler to model and teach numeracy effectively. Teachers are expected to promote numeracy in their lessons, whenever this is appropriate to the content of the lesson and to meet students' learning needs.

Teaching pupils the essential knowledge, understanding and ability to use numbers and mathematics is a core aim of primary education. However, a minority of students entering Sir Thomas Boteler currently enter with low numeracy knowledge, understanding and skills, unable to fully benefit from the school's curriculum. Sir Thomas Boteler commits to work with its primary schools, use additional, government 'catch-up' funding, and to promote numeracy in all subjects, where appropriate, in order to ensure students gain fully from their secondary education.

What we expect of teachers

As a matter of routine, teachers of all subjects must consider whether they can incorporate one or more of the following aspects of numeracy in their lessons: **numbers and number operations, measures, shape and space, and data collection and interpretation**. Where appropriate, students should be given specific learning objectives in numeracy. For formal lesson observations, the numeracy learning objectives must be written down. Teachers may choose opportunities to develop numeracy from the following generic lists:

Number and number operations

- N1: Identify number operations and apply correctly to solve problems.
- N2. Solve money problems.
- N3. Develop a sense of size of number.
- N4. Understand and use percentages.

Shape and Space

- S1 Draw plans and elevations of 3D objects
- S2. Recognise and name 2D and 3D shapes
- S3. Calculate perimeter, area or volume to an appropriate accuracy.
- S4. Understand and use scale drawings

Measures

- M1 Measure or estimate measurements choosing correct units.
- M2 Measure, draw or estimate angles.
- M3 Read numbers correctly from a scale.
- M4 Understand and use measurements of time

Algebra

- A1. Use a formula by substituting in values.
- A2. Create a formula.
- A3. Re-arrange algebraic formulae
- A4. Calculate gradients of lines.

Data collection and interpretation

- D1. Collect data from a variety of sources.
- D2. Use averages (mode, median or mean) and spread (range) to describe a set of data.
- D3. Present data using appropriate diagrams.
- D4. Interpret/discuss/compare relevant data.

Assessment, monitoring and performance management

The numeracy coordinator is responsible for the implementation of this policy and is the first source of advice and guidance for non-specialist staff.

When marking students' recorded work, in addition to following the school's marking policy and focusing on the whole-school aspects of numeracy identified periodically for all students, teachers must ensure that their comments include, where appropriate, points to develop a student's individual numeracy skills.

Teachers' expertise in promoting numeracy will be taken into account during performance appraisal. Where evidence from lesson observations and students' work scrutiny suggests that teachers are not promoting students' numeracy effectively, then their future performance objectives will reflect the need to improve this aspect of their teaching. Appropriate professional development opportunities will be identified to support teachers to meet their objectives.

The effectiveness and impact of this policy will be reviewed in September 2016.