

24TH MAY 2021

This weekly bulletin for parents and carers shares the practices that are shaping our successful journey as a school. Each week will see a different focus covering aspects such as teaching & learning, curriculum, assessment, pastoral care, attendance, careers, well-being, personal development and much more.

WHY IS NUMERACY IMPORTANT?

Numeracy is a life skill. It is a proficiency that is developed not just in Mathematics but also across the whole curriculum. Numeracy involves students having the confidence and competence to use numbers and measures. It requires an understanding of the number system, recalling Mathematical techniques and an ability to solve problems in a variety of contexts. A practical understanding of graphs, charts, tables and diagrams is also an important part of numeracy.

We believe that every child can become a numerate adult – with skilful teaching in school and encouragement at home. At Sir Thomas Boteler Church of England High School, we are committed to developing the numeracy skills of our students, in the belief that it will support their learning, enabling them to access the whole curriculum and, in turn, raise standards for all. It is important to recognise that all teachers are teachers of numeracy. It is the key for academic success and the long-term sustainable improvement in student progress and attainment.

IS NUMERACY JUST TAUGHT IN MATHEMATICS LESSONS?

Our Mathematics teachers are aware of the Mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects. They also provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups. By effectively liaising with other teachers, they ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas and seek opportunities to use topics and examination questions from other subjects in Mathematics lessons.

MATHEMATICAL SKILLS REQUIRED ACROSS THE CURRICULUM

Below are some examples of the underlying Mathematical skills and approaches required across the curriculum:

ART – Symmetry; use of paint mixing as a ratio context.

ENGLISH – Comparison of two data sets on word and sentence length.

FOOD TECHNOLOGY – Recipes as a ratio context and reading scales.

GEOGRAPHY – Representing data and the use of spreadsheets.

HISTORY – Timelines and the sequencing events.

ICT/Computing – Representing data, especially the considered use of graphs and not just the complicated or 'pretty' ones.

MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.

MUSIC – Addition of basic fractions (crotchet + quaver etc...).

PHYSICAL EDUCATION – Collection of real data for processing in Maths.

RE – Interpretation and comparison of data gathered from secondary sources e.g. data on the developed and developing world from the internet.

DESIGN TECHNOLOGY – Measuring skills, units of area and volume.

SCIENCE – Calculating with formulas, drawing graphs and understanding mathematical relationships.

MATHEMATICAL VOCABULARY

It is really important that correct vocabulary is consistently used to allow students to access the required knowledge and develop the key skills required to be successful in their learning. For example, a student reading a question including the word *perimeter* should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and hence losing confidence in his/her ability to answer the question. The instant recall of vocabulary and meanings are improved through activities during Recall 5. The following are all important aspects of helping students with the technical vocabulary of Mathematics.

- Using a variety of words that have the same meaning e.g. add, plus, sum.
- Encouraging students to be less dependent on simple words e.g. reminding them to use the word *multiply* rather than *times*.
- Discussing words that have different meanings in Mathematics from everyday life e.g. *product* meaning *multiplication*.
- Highlighting word sources e.g. *quad* means *four* and *lateral* means *side* in the word *quadrilateral*, so that students can use them to help remember meanings.

IMPORTANT DATES:

KS3 WA3 ASSESSMENTS START MONDAY 21ST JUNE – THURSDAY 1ST JULY

YEAR 10 MOCK EXAMS START MONDAY 14TH JUNE – FRIDAY 25TH JUNE