The Ridgeway School & Sixth Form College

Inspiring Learners for their future

WHOLE SCHOOL NUMERACY POLICY

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	

The Ridgeway School & Sixth Form College

Whole School Numeracy Policy

Mathematics Vision Statement

We are building Ridgeway Mathematicians who can…

- Communicate their solutions
- Be curious
- Spot patterns
- Make connections
- Solve problems
- Convince me
- Ask questions
- Learn from their mistakes

To achieve this we aim to

- create an environment where students are confident to try and not worried about getting something wrong
- develop students understanding as to why they are doing something rather than just how to carry out the processes
- develop students as independent learners who can explain their thoughts and are confident to ask questions
- promote the applications of mathematics to inspire the scientists, engineers and mathematicians of the future
- equip students with the numerical skills necessary to allow them to function as effective adults

All teachers are teachers of mathematics

regardless of the subject they teach.

The purposes of our whole-school numeracy policy:

- to develop confident and competent numerate learners
- to consolidate and improve students' numeracy skills
- to ensure consistency of mathematical practice including methods, vocabulary and notation across all subjects
- to confirm the roles and responsibilities of all teachers and teaching assistants
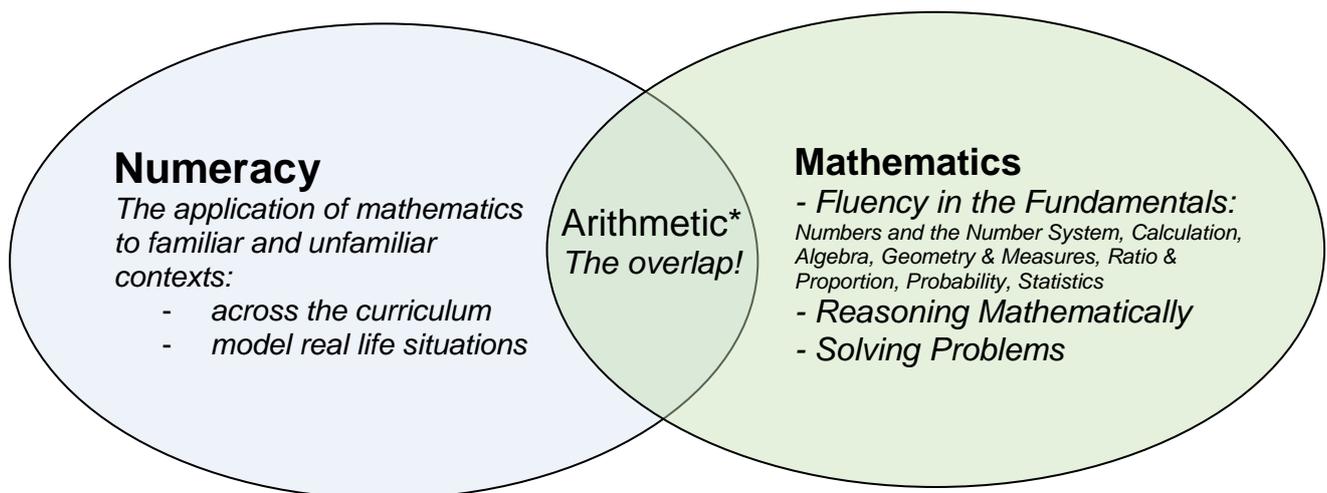
What is Numeracy?

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. **Numeracy is more than an ability to do basic arithmetic.**

Elements include:

- 'at-homeness' with numbers and an ability to make use of mathematical skills which enable an individual to cope with the practical mathematical demands of everyday life.

- having an appreciation and understanding of information which is presented in mathematical terms, for instance in graphs, diagrams, charts or tables.

- solving quantitative or spatial problems in a range of contexts.

(Based on Cockcroft Report 1982 and DfES Framework for Teaching Mathematics

Numeracy
The application of mathematics to familiar and unfamiliar contexts:
- *across the curriculum*
- *model real life situations*

Arithmetic*
The overlap!

Mathematics
- Fluency in the Fundamentals:
Numbers and the Number System, Calculation, Algebra, Geometry & Measures, Ratio & Proportion, Probability, Statistics
- Reasoning Mathematically
- Solving Problems

*Arithmetic is more than the ability to calculate quickly and accurately – to add, subtract, multiply and divide, both mentally and using traditional written methods. It also develops an understanding about number, its structures and relationships, underpins progression from counting in nursery rhymes to calculating with and reasoning about numbers of all sizes, to working with measures, and establishing the foundations for algebraic thinking.

Ofsted: Good Practice in Primary Mathematics (2011)

Based on ideas from http://www.nationalnumeracy.org.uk