

SupaJam Numeracy Policy

August 2020

(To be reviewed August 2021)

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1. Principles

The development of numeracy skills is a requirement for every student on a study programme within England. Math helps students to think analytically and have better reasoning abilities. These skills are essential because they help students to solve problems and look for solutions.

Within SupaJam:

- Students will develop a positive and confident attitude to mathematics
- Students will actively contribute to their own learning and will become independent learners, thinkers and problem solvers
- Students will develop competency when working with mathematics
- Students will develop an understanding of the ways in which information is gathered and presented
- Students will develop a clear understanding of the language of mathematics
- Students will develop logical thinking, enabling them to record work clearly and in a variety of ways
- Students will develop the skills, knowledge and understanding needed to participate fully in working life, as well as the skills to apply, analyse and evaluate their mathematical knowledge.

2. Aims and objectives

The Functional Skills & GCSE Manager should work with staff to develop schemes of work that consider the above definitions and goals, and will aim:-

- To raise standards of numeracy by enhancing the quality of learning and teaching
- To ensure that a range of strategies is employed to suit the abilities of students; differentiating needs and appropriately challenging all students
- To agree and implement intervention strategies for those students encountering problems within their programme of study
- To incorporate the use of new and emergent technologies to support numeracy developments
- To work with all SupaJam staff ensuring a joined-up approach to numeracy, incorporating it across all curriculums and programmes
- To provide appropriate staff development to ensure a shared understanding of (and consistent approach to) numeracy throughout SupaJam.

3. Teachers of mathematics should:

1. Be aware of the mathematical techniques used in other subjects and provide assistance and advice to RSL teachers, to ensure a correct and consistent approach is used in all subjects.
2. Provide information to RSL Teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
3. Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

4. Support students to achieve and progress within numeracy, challenging them to reach and exceed their targets.

4. Teachers of subjects other than mathematics should:

1. Ensure that they are familiar with correct mathematical language, notation, conventions and techniques relating to their own subject, and encourage students to use these correctly.
2. Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
3. Provide information for mathematics teachers should specific numeracy skills be required for particular groups within other programmes of learning.
4. Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

5. Monitoring

Monitoring and evaluation will take place through the following mechanisms:

- analysis of data focusing on progress made by individual students
- monthly cross department meetings between the FS & GCSE Team and other programmes
- in class evaluation of teaching (through lesson observations, learning walks and work scrutiny)
- whole department reviews that feed into the SAR and QIP for the academic year. A specific QIP for maths and English can be found on the Drive.

6. Role of Functional Skills & GCSE Manager

In addition, the role of the Functional Skills & GCSE Manager will ensure the success of this policy. They will endeavour to: -

- identify approaches to numeracy which are common to several or all subjects
- continually assess the success of the numeracy policy in achieving its goals
- ensure that tasks have clearly identified numeracy learning opportunities where this is relevant and possible
- take account of different learning styles
- ensure that students and teachers have high expectations of the students' abilities
- incorporate an awareness of numeracy issues into marking and assessment, highlighting students' strengths and areas for improvement
- ensure that these issues are regularly referred to when working on other documents such as: action plans and schemes of work