



SupaJam Numeracy Policy

September 2022

(To be reviewed September 2023)

Safeguarding Statement

SupaJam is a post-16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

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1. Principles

The development of numeracy skills is a requirement for every student on a study programme within England. Math skills help 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 Education 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 are 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:

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to RSL and Achieve teachers, to ensure a correct and consistent approach is used in all subjects.
- Provide information to RSL and AP tutors on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Work with RSL and AP tutors to gather evidence for maths portfolios
- Seek opportunities to use topics and GCSE examination questions from other subjects in mathematics lessons
- Support students to achieve and progress within numeracy, challenging them to reach and exceed their targets
- Create engaging and interactive lessons that are differentiated and designed to support potentially reluctant learners.

4. Teachers of subjects other than mathematics should:

- 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
- Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills
- Provide information for mathematics teachers should specific numeracy skills be required for particular groups within other programmes of learning
- 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:

- Analysing data focusing on the progress made by individual students through data collection
- Monthly cross department meetings between the maths and English team and other programmes
- In-class evaluation of teaching (through lesson observations, learning walks and work scrutiny)
- Curriculum Reviews to be completed within assigned teams to evaluate strengths and weaknesses of the maths curriculum and to find ways for improvement and development
- 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 Education Manager

In addition, the role of the Education 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.