



Mill Chase Academy

Ambition, Courage, Excellence

Numeracy Policy

Lead Governor: Chair

Senior Leadership Team Link: Steph Moral

Last Review: N/A

Next Review Due: May 2021

Ratified by Governors: 10th May 2018

Aim/mission statement

Mill Chase Academy is committed to raising the standards of numeracy of all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

A definition of numeracy

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Why is numeracy so important to our students?

Numeracy skills enable pupils to understand and interpret numerical and graphical information. This facilitates improvement in pupil's abilities to make their own judgements and draw sensible conclusions from information.

The role of the Mathematics department is to:

- be 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;
- provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups;
- through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas;
- seek opportunities to use topics from other subjects in mathematics lessons.

The role of all subject teachers is to:

- 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 on the stage at which specific numeracy skills will be required for particular groups;

- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

The role of students is to:

- Make correct use of mathematical vocabulary when providing oral and written answers or asking questions
- Present ideas and information they have collected in the form of displays of charts and tables
- Describe, interpret, and explain their work, not simply reproduce graphs, tables and charts or statements concerning percentages and other numerical data
- Set their work out systematically and with care. Where there are calculations these should always be set out so the method used is clear. Where there are graphs these should always be set out so the method used is clear.
- Use ICT to support numerical calculations and the presentation of information when appropriate, but only when the underlying mathematical concepts are understood.

Whole school Policy on the use of calculators

The school expects all pupils to bring their own scientific calculator to lessons when required.

In deciding when pupils use a calculator in lessons we should ensure that:

- pupils' first resort should be mental methods;
- pupils have sufficient understanding of the calculation to decide the most appropriate method: mental, pencil and paper or calculator;
- pupils have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures and fractions;
- pupils understand the four arithmetical operations and recognize which to use to solve a particular problem;
- when using a calculator, pupils are aware of the processes required and are able to say whether their answer is reasonable;
- pupils can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations);
- we help pupils, where necessary, to use the correct order of operations – especially in multi-step calculations, such as $(3.2 - 1.65) \times (15.6 - 5.77)$.

Success criteria

- The ability of all students to work correctly and confidently with mathematics in a variety of contexts will improve.
- Students leaving the school will be better prepared for further education and employment and able to deal more confidently with the mathematical demands of adult life

Chair's Signature : _____

Print Name: _____

