



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

NUMERACY POLICY 2022-23

Purpose

'We believe that every child can become a numerate adult – with skilful teaching in school and encouragement at home.' (Ofsted 2012)

Numeracy is not just about Mathematics. Improving the Numeracy skills of students helps to develop a life skill and allows students to become proficient in the everyday techniques that they will need to use in the real world. The skills allow students to have confidence in being able to solve problems in a variety of contexts involving numbers and measures and is something which will improve their skills across the curriculum. All teachers are teachers of Numeracy – by developing the Numeracy skills of all students, one can expect to see an increase in the progress that students make across all curriculum areas.

Aims

- To adopt a whole-school approach to Numeracy across the curriculum in order to raise standards.
- To recognise that Numeracy exists in all curriculum areas across the school.
- To identify common areas of teaching across curriculum areas and ensure there is a consistent approach to Numeracy methods.
- To raise the awareness of staff about common Numeracy strategies.
- To encourage students to link together different curriculum areas and to enable students to use the same numerical methods in a number of different curriculum areas.
- To support the whole-school Personal Development programme, in particular Personal, Social, Health and Economic Education (PSHE), by providing a programme to financial literacy to students to prepare them for life beyond school.

Staff

- Encourage all staff to be aware of and understand common Numeracy strategies that students should use.
- Adopt a consistent approach to Numeracy strategies.
- To encourage problem solving techniques where possible.

Core Principles

We clearly appreciate that students have varying levels of ability in Mathematics. Therefore, by the end of Year 9 we expect all students to be able to do the following.

- Judge the size of a number and understand where it fits into the number system.
- Calculate accurately using mental strategies and a pencil and paper.
- Be able to judge when to use IT resources or a calculator to perform mathematical operations.
- Be able to use simple formulae and substitute numbers in, for example, simple cooking times.
- Be able to measure and estimate measurements, for example, from different dials and scales.
- Understand and use measures of time and speed, for example, miles per hour.
- Interpret graphs, diagrams and charts.
- Judge the reasonableness of an answer and check whether they are accurate.

Consistency of Approach

To support a consistent approach to Numeracy methods in school, all staff are provided with the following information with regards to basic Numeracy methods:

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| <p>Addition</p> <p>To complete addition, use the following method:</p> $\begin{array}{r} 245 \\ + 627 \\ \hline 872 \\ 1 \end{array}$ | <p>Subtraction</p> <p>To complete subtraction, try the following method:</p> $\begin{array}{r} 5 \text{ } 10 \text{ } 10 \\ 627 \\ - 439 \\ \hline 188 \end{array}$ | <p>Multiplication</p> <p>To complete multiplication,</p> $\begin{array}{r} 56 \\ \times 19 \\ \hline 504 \\ 560 \\ \hline 1064 \end{array}$ <p><small>Remember the extra zero</small></p> | <p>Division</p> <p>To complete division, try the</p> $9 \overline{) 707} \begin{array}{l} 023 \\ \hline \end{array}$ |
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| Implementation date: | January 2023 |
| Last review date: | |
| Next Review date: | January 2024 |
| Statutory Policy: | No |