

Ysgol Aberconwy



Numeracy Policy

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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Numeracy Policy

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Ysgol Aberconwy is committed to developing the numeracy skills of our pupils, and will provide opportunities for all pupils to develop their numeracy skills in accordance with the National Framework. In doing so we aim to equip pupils with the skills necessary to cope confidently with the demands of further education, employment and adult life.

The National Context

Numeracy skills are absolutely essential in order for young people to reach their potential whether they are planning to enter further or higher education or the employment market. The National Numeracy Programme set out the actions the Welsh Government intends to implement to improve numeracy standards in Wales. The plans for a statutory national framework and for a system of national testing are integral to both programmes.

Policy aims:

- To develop a whole school approach to addressing numeracy needs across the curriculum
- To enable all pupils to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy)
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum
- To encourage staff to take responsibility for the development and implementation of the Numeracy Framework in their subject and AOLE areas through inclusion in learning journeys, schemes of work and lesson plans.

Policy Commitment:

- Numeracy is the responsibility of all staff
- All staff are responsible for acting as role models in the use of numeracy skills
- All staff are expected to promote the value of numeracy skills in learning
- Staff must actively identify, intervene and support pupils who display difficulty in any or all areas of numeracy
- Effective use is to be made of numeracy intervention
- Staff must actively intervene, support and challenge pupils who display particular talents in any/all aspects of numeracy.
- If staff are uncertain about the best course of action they should seek the advice of their line manager, any member of senior staff or the Numeracy co-ordinator.

Roles and Responsibilities

Senior Leaders should:

- Actively support and drive the policy of improved numeracy for all
- Help to manage, sustain, develop and evaluate the Numeracy policy
- Support the commitment to numeracy in the School development plan.
- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners
- Identify opportunities for and facilitate the sharing of good practice within the school
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated
- Review and update teaching pedagogy through the provision of appropriate coaching/training, establishing inter- and/or intra-school Professional Learning communities using outstanding teacher's numeracy to support development.
- Work with the Numeracy co-ordinator and Co-ordinator for additional learning needs to coordinate feedback to parents/carers.
- Identify and organise whole school training
- Evaluate the impact of this coaching/training on raising standards for all learners.
- Monitor, evaluate and report to governors on standards of numeracy throughout the school and the impact of actions aimed at raising these standards.

The Numeracy Co-ordinator should :

Work with senior leaders, heads of department, teachers, teaching assistants and cover supervisors to:

- Promote the development and assessment of the Numeracy Framework within subject areas.
- Contribute to cross school initiatives, resources and assessment.
- Support subjects in the development and implementation of numeracy in AOEs and ensure they are aware of the latest developments from the Welsh Government.
- Ensure the policy is implemented and work with Senior Leadership Team to evaluate and update it annually.
- Maintain an up to date knowledge of numeracy.
- Track and monitor pupils' numeracy skills and identify pupils for intervention.
- Work with TAs that deliver intervention to monitor pupil progress and plan for Improvement.
- Work with the senior leader and the ALENCO to maintain the intervention arrangements for pupils with additional needs.
- Work with key teachers from across the cluster on development of primary/secondary transition for numeracy.
- Use the Analysis of numeracy data to inform planning for improvement.
- Speak to any parents who have concerns regarding whole school numeracy issues.
- Audit existing examples of good practice in numeracy across the curriculum.
- Collect evidence of good practice in numeracy from across the curriculum.

- Review the Numeracy Framework provision and identify opportunities to develop and apply numeracy skills.
- Advise on how good standards of numeracy help to improve standards across the curriculum, as well as how to introduce and consolidate the teaching of numeracy skills and ensure consistency of approach across the school.
- Identify areas of numeracy that teachers are least confident of teaching within the context of a particular subject and discuss with senior leaders measures needed to address the identified issues.
- Facilitate/broker school-based in-service training (either as a whole school or with a group of subjects/departments) on aspects of numeracy.
- Evaluate the whole-school impact of applying Numeracy Framework and the above approaches.

Heads of Department working with teachers should:

- Ensure and sustain numeracy as a priority in both departmental policy and delivery so that all Learning plans include numeracy objectives taken from the National Numeracy Framework for Wales. These objectives will inform what is taught, how it is taught, what is learnt and how it is assessed. Numeracy should also form part of activities outside the classroom wherever opportunities lie.
- Monitor the effective implementation of numeracy by members of their department.
- Identify and share good practice.
- Analyse and synthesise assessment data to support improvement.
- Make sure the whole school marking guidelines are implemented at all times.
- Track provision and raise any concerns regarding the development of numeracy.
- Work closely with other subject areas through the numeracy co-ordinator to coordinate learning plans including timing of teaching specific strategies and concepts relating to the Numeracy Framework.
- Ensure consistency in the application of numeracy skills linked to the Numeracy Framework across the subject area and all teaching staff.
- Monitor and evaluate the impact of these approaches on standards of learning for their subject areas.

Mathematics Teachers should:

- Know the students targets and how to raise standards to help their students reach their full potential.
- 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.
- Through liaisons 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 mathematical lessons.

All teachers should:

- Be familiar with the Numeracy Framework and progression through it as a continuum.

- Understand the importance of numeracy skills in relation to raising standards of work in their own subjects.
- Plan for a numeracy skills focus in all authentic opportunities in lessons.
- Monitor and evaluate the impact of these approaches.

All teaching assistants and coaches should:

- Be familiar with the Numeracy Framework.
- Understand the importance of numeracy skills in relation to raising standards of work in pupils.
- Support numeracy skills development in lessons.
- Monitor the progress of individuals and report concerns.

Evaluation

The Policy will be monitored and reviewed through:

- The school and departmental development plans.
- Lesson observation.
- Sampling pupils' work.
- Whole school numeracy audits.
- Discussion with staff, parents and governors.
- Analysing assessment data including bench marking with family schools, the local authority and Wales.
- Pupil voice activities.

National Numeracy Tests

- NNT scores are used to support the setting of students and as the basis for the Catch-Up intervention programme.

Catch-Up Intervention

- Students whose NNT scores are below National expectations enter the Catch-Up programme.
- Students are withdrawn for up to two 20 minute sessions per week to work with identified staff on a variety of intervention programmes, primarily 'SafMeds'
- Students are tested throughout the programme and either leave the programme (having caught up) or continue with the programme / take part in an alternative programme.

Communication

The Numeracy Framework can be viewed on the 'Curriculum for Wales' website :

<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#literacy-and-numeracy-framework>.

Copies of this policy are to be available on our website, in the staff handbook and on request.

We will continue, as outlined in our action plan, to develop numeracy across the school.