Numeracy / Mathematics Across the Curriculum Policy 2016-17

Education to understand the world and change it for the better

**Excellence through engagement**
We want everyone in our community to learn and develop together through authentic engagement and exceptional teaching. Our young people love learning because of our commitment to knowledge, our common creativity and cohesive community. We educate them to become independent thinkers, working with their individual talents to learn and achieve. We share high aspirations and expectations for ourselves and our school and we expect that learning continues well beyond lessons. We value participation, communication, praise, experience and empowerment.

**Excellence through challenge**
We take our responsibilities seriously and we scrutinize our progress carefully. Every year we set ourselves new challenges and review what we have achieved so that all the doors in the world are open to our young people when they leave us. We want to make our aims real for every member of our community, so we hold one another to account with intelligence and thoughtfulness. We actively resist dehumanizing influences on education, but we value learning, performance, aspiration, risk and courage.

### Numeracy

Numeracy is a key skill in students' learning and all learners are entitled to quality experiences in this area. The teaching of numeracy is the responsibility of all staff at Thomas Tallis School and this policy further supports the school's drive for consistency in approaches to mathematical literacy and numeracy across the curriculum. Our aim is to raise the achievement of all learners in the school by seeking to develop their numerical skills by consistent and accurate application of the teaching of mathematics across the curriculum. We believe that numeracy can be consolidated and enhanced when students have opportunities to apply and develop them across the curriculum. Poor numeracy skills, in particular, hold back students' progress and can have a continuous impact of their lives following education.

Thomas Tallis School is committed to:

- Raising the profile of numeracy within the school;
- Raising standards of numeracy;
- Making numeracy teaching an overt part of all relevant curriculum areas.

Thomas Tallis School will:

- Create a positive and attractive environment that celebrates numeracy.
- Provide role models through celebrating the successes of older students.
- Ensure that there are activities in the curriculum to allow students to learn and practise their range of numeracy skills.
- Display high quality examples of numeracy being applied across the curriculum.
- Provide Professional Development on teaching numeracy as appropriate.

The School Leadership Team will:
• Support the development and implementation of cross-curricular numeracy policy and practice.
• Monitor the effectiveness of cross-curricular numeracy strategy in raising standards of achievement.
• Provide Professional Development opportunities and resources for teachers and associate staff as appropriate to further support their own understanding and practical competency in numeracy.

The Leader of Whole School Numeracy will:

• Work with the Leadership Team to determine a strategy for dealing with numeracy across the curriculum and to ensure the effective development of the whole school numeracy policy.
• Monitor the implementation of the whole school numeracy policy through lesson observation, learning walks, book looks and student feedback.
• Evaluate the effectiveness of the strategy and modify it as necessary.
• Lead staff Professional Development on common practices and methods to be adopted across the whole school and provide exemplar materials for use in classroom.
• Work systematically with Numeracy Ambassadors, subject teachers and individual staff.
• Encourage teachers of mathematics to provide assistance and advice to other Numeracy Ambassadors and subject teachers so that a consistent approach is used across the whole school.
• Raise the profile of numeracy across the whole school.
• Seek opportunities for topics from other subjects to be used in numeracy lessons.
• Publicise mathematical methods to be used consistently across the school.
• Ensure that there is constructive communication between the Numeracy Ambassadors and the whole school.

The Role of Staff

In order for the cross-curricular strategy to be effective, it is important that all staff:

• Understand what numeracy is and how to effectively teach the mathematics skills required in their subject areas.
• Are aware of how they can support the delivery of numeracy within their subject.
• Ensure that numerical tasks included in their lessons are age and ability appropriate and used accurately.
• Consider numeracy in their short and medium-term planning.

The Role of Curriculum Leaders, Subject Leaders, Coordinators and Numeracy Ambassadors

In order that the policy becomes whole school practice, it is important that Curriculum Leaders, Subject Leaders, Coordinators and Numeracy Ambassadors ensure that:

• Schemes of learning have opportunities for numeracy included and identified.
• Lesson plans include relevant numeracy learning outcomes.
• Each curriculum area has a resource of relevant mathematical methods accessible to staff.
• New staff are aware of the Numeracy Policy and its inclusion in the subject area.
• The promotion of numeracy in lessons is included in the regular monitoring of
teaching and learning and departmental self-evaluation.

**Subject areas**

Subject areas will contribute to the raising of numeracy standards within their curriculum area by:

- The provision of high quality exemplar materials.
- The use of ICT and software.
- Displaying examples of numeracy within curriculum based contexts.
- Highlighting opportunities for the use of numeracy within their subject area.
- Ensuring that materials presented to students will match their capability both in subject content and in numerical demands.

Patrick Robson, June 2016