**NUMERACY Policy**

**Rationale**

Numeracy can provide pupils with powerful ways of exploring, investigating and understanding the world. The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections reflects the importance of the subject across the curriculum during the school years. Numeracy is vital in everyday life as it encourages logical reasoning and the ability to think in abstract ways. At the earliest stages of development, where thinking centres around concrete situations and events, pupils strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them approach problem situations flexibly, to move from random to trial and improvement responses, and on to anticipate and predict. Increasingly, pupils will plan and reflect and come to recognise and evaluate alternative solutions. In this way, numerical skills and understanding build on the earliest perceptual and cognitive learning.

This policy outlines the teaching, organisation and management of the numeracy taught and learnt at The Farm Schools Network. The school's policy for numeracy is based on the National Curriculum for Key Stages 3 & 4.

**Aims**

The school aims to provide a broad numeracy curriculum suited to individual needs. In particular, the numeracy curriculum aims to help our pupils:

* By providing a broad, balanced and relevant curriculum that provides age appropriate and developmentally matched activities
* By promoting a positive attitude towards numeracy, an awareness of the fascination of numeric and the realisation that numeracy can be fun and enjoyable

By aiding to develop competence and confidence in numerical knowledge, concepts and skills

* By aiding pupils to develop functional skills to solve problems and to think logically
* By providing pupils with the opportunity to experience, use and apply numeracy in everyday situations and in cross-curricula situations
* By promoting pupils to develop interest, involvement, initiative and an ability to work independently and in cooperation with others
* By providing pupils with the opportunity to take part in motivating activities designed to teach number skills underpinning Numeracy
* By aiding pupils to be able to communicate about numeracy using appropriate vocabulary
* By providing pupils with access to a wide range of resources; including ICT
* **Curriculum Organisation**

The Farm Schools Network operates a planning procedure agreed by the whole teaching staff. We develop medium and weekly plans which give details of appropriate activities and outcomes.

The use and application of Numeracy to investigate and solve problems is integrated with work on number, algebra, shape, space, measures and handling data to ensure that we meet all requirements and help pupils to think numerically.

A range of teaching styles are necessary for the teaching of numeracy. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include opportunities for:

* Teacher exposition
* Discussion techniques (pupil: pupil and pupil: teacher)
* Appropriate practical work
* Consolidation and practice of fundamental skills and routines
* Problem solving
* The committing to memory and recall of a range of numerical facts
* Investigation work
* Class work, group work and individual work

A typical 45 minute lesson will be structured like this:

* Oral work and mental calculation (5 to 10 minutes)
* This will involve whole-class work to rehearse, sharpen and develop mental and oral skills.
* The main teaching activity (about 30 minutes)
* This will include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work
* A plenary (about 5 to 10 minutes)
* This will involve work with the whole class to sort out misconceptions, identify progress, to s summarise key facts and ideas and what to remember, to make links to other work and to discuss n next steps

Those pupils following an informal curriculum will participate in numeracy based on life skills.

Differentiation may be achieved through a number of ways:

One or more stepped activities

One common activity with different outcomes

Different groups with linked activities

Deployment of staff to support groups or individuals

Access to different resources to support activity

**Out-of-class work and homework**

The daily numeracy lessons will provide opportunities for pupils to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These will be extended through out-of-class activities or homework. These activities will be short and focused and will be referred to and valued in future lessons.

 **Links between numeracy and other subjects**

Numeracy contributes to many subjects within the secondary curriculum and opportunities will be sought to draw numerical experience out of a wide range of activities. This will allow pupils to begin to use and apply numeracy in real contexts.

**School and Class Organisation**

**Pupils with special educational needs and individual education plans**

Teachers will aim to include all pupils fully in their numeracy lessons. All pupils benefit from the emphasis on oral and mental work and participating in watching and listening to other pupils demonstrating and explaining their methods. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

**Resources**

A wide range of resources can be found centrally within the school and at the Roaches School.

**Information and Communication Technology**

ICT will be used in various ways to support teaching and motivate pupils learning. ICT will involve the computer, calculators and audio-visual aids. They will, however, only be used in a numeracy lesson when it is the most efficient and effective way of meeting the lesson objectives.

**Assessment**

Assessment will take place at three connected levels: short-term, medium-term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils understanding and give information which will help inform daily lesson plans.

Medium-term assessments will take place every term. Pupils will be assessed in accordance with the National Curriculum Attainment Targets and will be levelled accordingly.

Long-term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum mathematics tests for KS3 and final GCSE exams for Year 11 pupils. All pupils will also be assessed using PIVATS.

**Equal opportunities**

All pupils are provided with equal access to the numeracy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

**Inclusion**

We aim to provide for all pupils so that they achieve as highly as they can in numeracy according to their individual abilities. We identify pupils that are under-achieving and take steps to improve their attainment. Higher ability pupils are identified and suitable learning challenges provided.

**Health and Safety**

Teachers need to assess risks and ensure adequate supervision. Where safe cover cannot be maintained the activity should not continue.

**Monitoring and Review**

**Subject leader**

**The** numeracy teacher at satellite farm schools runs the numeracy program under the guidance of the subject leader at the Roaches School and is jointly responsible for improving the standards of teaching and learning in numeracy through monitoring and evaluating and is responsible for:

* Purchasing, organising and maintaining teaching resources
* Providing guidance and support in implementing the National Curriculum and schemes of work
* Offering specialist advice and knowledge for special needs pupils
* Encouraging ways of involving parents or carers in their children's learning
* Leading by example in the way they teach in their own classroom
* Working co-operatively with the SENCO
* Observing colleagues from time to time with a view to identifying the support they need
* To advice the Head Teacher of any action required to aid in implementing the curriculum
* Providing support for all who teach mathematics and so improve the quality and continuity of Mathematics teaching and learning throughout the school.

This policy was agreed and adopted in December 2013. Latest review period March 2020