

Numeracy Policy			
Current Status	Operational	Last Review:	September 24
Responsibility for Review:	Principal / Assistant Principal	Next Review:	September 25
Internal Approval:	SLT	Originated:	December 2019

1. General / Summary

1.1 Our aim is to develop and extend the Numeracy of all students where possible, so that they become increasingly competent in number skills, problem solving skills and handling data skills. All students should be given opportunities to extend their Numeracy skills in a wide range of different contexts across the curriculum.

2.0 Aims

- 2.1 To develop students as independent learners who can explain their thoughts and are confident to ask questions
- a) To promote the applications of mathematics to inspire the scientists, engineers and mathematicians of the future
 - b) To equip students with the numerical skills necessary to allow them to function as effective adults
 - c) To consolidate and improve students' numeracy skills

3.0 Responsibilities

3.1 Curriculum Managers will ensure that:

- a) Teachers use the opportunities available to them to develop students' numeracy skills
- b) Teachers are clear and confident about the ways in which their work with students contributes to the development of numeracy skills, so that opportunities for the development of these are not missed;
- c) Teachers have access to strategies to support individual students to improve statistical problem solving and numerical work, to overcome any difficulties that they might have in acquiring these key numeracy skills;
- d) We collaborate across teaching teams to discuss, share and disseminate good practice;
- e) A culture of shared practice and CPD enables staff to develop their understanding of how they can support the teaching of numeracy within their curriculum area.

4.0 Implementation of the policy

- a) Although this policy document outlines generic priorities, each academic year new numeracy priorities will be established and worked towards so that the policy evolves.
- b) Students who have not already achieved a grade 4 or better in GCSE Maths will take a course resulting in this qualification, or an appropriate stepping stone towards it.
- c) Staff in all subjects will provide a range of opportunities to develop students' skills of numeracy.
- d) Wherever desirable and/or possible, colleges will aspire to offer a range of Post-16 Maths qualifications including:
 - GCSE Maths (Higher Tier)
 - AS Level Core Maths
 - AS Level Maths
 - AS Level Further Maths

Revision History – Numeracy Policy

Revision date	Reason for revision	Section number	Changes made
November 22	Review	Review	ASFC and OSFC policies aligned, and SAT Policy created.
Sept 23	Annual Review	Rubik	No changes needed. Dates updated
Sept 24	Annual Review	Rubik	No changes needed. Dates updated