

NUMERACY AT ST MARY'S RC HIGH SCHOOL

Our aim is to raise the achievement of all pupils and students by seeking to develop their numeracy skills by consistent and accurate application across the curriculum.

Numeracy is a key skill in students' learning and all students are entitled to quality experiences in this area. The teaching of numeracy is the responsibility of all staff and the school's approaches should be as consistent as possible across the curriculum.

We need to:

- 1. Raise the profile of numeracy within the school**
- 2. Raise standards of numeracy**
- 3. Make numeracy teaching an overt part of every curriculum area**

Subject areas should be aware of the underlying maths skills and approaches that go with the applications that they use.

SOME POSSIBLE NUMERACY ACROSS THE CURRICULUM LINKS:

ART – symmetry, use of paint mixing as a ratio context.....

FOOD TECHNOLOGY – recipes as a ratio context, reading scales.....

GEOGRAPHY – representing data, use of spreadsheets, interpretation and comparison of data gathered from secondary sources.....

HISTORY – timelines, sequencing events.....

ICT – representing data, considered use of graphs.....

MFL – dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.....

PHYSICAL EDUCATION – athletic activities require measurement of height, distance, time and speed, while ideas of time, symmetry, movement, position and direction are used extensively in music, dance, gymnastics and ball games.....

NUMERACY - DEPARTMENT GUIDELINES

As a teacher you can help children to acquire proficiency in numeracy by giving a sharp focus to the relevant aspects of the programmes of study for mathematics. The outcome should be numerate pupils who are confident enough to tackle mathematical problems themselves.

TEACHERS OF MATHEMATICS SHOULD:

- 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.
- provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- through liaison 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 and examination questions from other subjects in Mathematics lessons.

TEACHERS OF SUBJECTS OTHER THAN MATHEMATICS SHOULD:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
- provide information for Mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
- provide resources for Mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.