

# Numeracy Across The Curriculum



## A Policy – Tarbert Academy

### CONTEXT

This policy is intended to support development of numeracy across learning in Tarbert Academy from ages 3-18.

All teachers have a responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.

“Being numerate helps us to function responsibly in everyday life and contribute to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.” (Building the Curriculum 4)

We are numerate when we have developed:

- The confidence and competence in using numbers which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.

The numeracy experiences and outcomes are structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

### AIMS

We aim to develop pupils’ confidence in using skills and abilities of numeracy in life and work contexts such as:

- Managing Money – financial planning, managing earnings, benefits and credit, managing a household or work related budget, estimating amounts in shopping situations.
- Reading timetables, calculating distances and journey times, reading maps.
- Reading / interpreting information in graphs, tables and percentages.
- Estimating amounts of materials required for tasks at home and at work.

## DELIVERY

- A range of numeracy activities taking place across the school appropriate to age, stage and ability.
- CfE outcomes in numeracy will be met through:
  - Number activities in Pre-5
  - In Primary the teaching of mathematics and skills developed during teaching across the curriculum.
  - Teaching in mathematics and contributions from all subject areas including interdisciplinary work and teaching of discreet subjects.
- All teachers are teachers of numeracy. They do this through the development of numeracy skills based on the eight organisers as pupils learn in their classrooms.

## KEY ACTIONS

Numeracy skills will be developed throughout 3-18 learning experiences.

The term 'numeracy' will be introduced from primary 4 onwards.

When learning outcomes are shared with learners, reference to numeracy skills and the eight organisers will be included where relevant.

## THE NUMERACY CO-ORDINATOR

The role of the Numeracy Co-ordinator includes:

- Conducting and updating audit of CfE outcomes in relation to provision 3-18.
- Working with teachers and learners to make sure term numeracy is familiar.
- Working with teachers and learners to ensure familiarity with the skill covered within numeracy.
- Leading the sharing of the numeracy outcomes and experiences with learners.
- Monitoring the capacity of the use of learning intentions to deliver numeracy outcomes.
- Monitoring articulation of numeracy skills in learning and teaching.
- Support and monitor Learning Co-ordinators to ensure that progress in numeracy is discussed during meetings with pupils.

## PRINCIPAL TEACHERS

The role of the Principal Teacher, in addition to expectations of all teachers, includes:

- Contribution to numeracy audit by being familiar with experiences and outcomes and knowing which are covered in their department / faculty.
- Sharing in whole school planning to ensure full coverage of all experiences and outcomes.
- Planning opportunities to gather evidence and coordinate specific assessment tasks to record pupil progress and attainment.
- Monitoring the capacity of the use of learning intentions to deliver numeracy outcomes.
- Monitoring articulation of numeracy skills in learning and teaching.
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## ALL TEACHERS

The role of all teachers include:

- Familiarity with CFE principles and practices and the experiences and outcomes in numeracy.
- Reference as appropriate to numeracy in learning intentions and plenary.
- Ensure the use of a variety of numeracy skills in teach and learning.
- Reference to numeracy skills in learning and teaching
- Planning opportunities for learners to develop their numeracy skills.

## LEARNING CO-ORDINATORS

Will meet learners on a planned regular basis and in discussion with the learner review progress with their numeracy skills.

## MONITORING AND EVALUATION

This will take place through:

- Classroom observations by peers, line managers and SLT.
- Pupil interviews.
- Records of appropriate audit and updates.
- Minutes of meetings between the numeracy co-ordinator and:
  - Learning Co-ordinator
  - Principal Teachers
  - Teachers
- The maintenance agenda of the School Improvement Plan.

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