

Chanel College Numeracy Policy

Mission Statement

Chanel College is committed to improving and maintaining the standards of numeracy of all its students in order that they use these skills across all areas of the curriculum and cope confidently with further education, the working world and adult life. This goal is inextricably linked with improving their literacy.

Rationale

Why is numeracy important?

Numeracy skills are fundamental to our ability to make both simple and complex decisions and carry out basic and in-depth analyses in our everyday lives. This is as true for children as it is for adults. In the classroom, numeracy is required to cope with many areas of the curriculum across a wide variety of subjects and enables students to solve problems.

Teachers of all subjects, not just mathematics, are required where necessary to develop numeracy skills in their students and to present opportunities for the students to enhance their skills.

The ability to deal competently with numbers allows people to, for example:

- Exchange currency
- Make informed retail purchases
- Read, analyse and draw conclusions from graphical representations
- Understand and negotiate loans and mortgages
- Apply ratios to alter measurements
- Make estimations to large numbers
- Examine survey or poll results
- Manage household budgets.

The improvement of numeracy skills raises students' mathematical ability, which in turn promotes and facilitates the attainment of high standards in other subjects. Students with poor numeracy skills are at a disadvantage when they try to enter full-time employment.

Definition

Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able:

- to think and communicate quantitatively,
- to make sense of data,
- to have spatial awareness,
- to understand patterns and sequences and
- to recognise situations where mathematical reasoning can be applied to solve problems.

Improving Numeracy Standards

A whole school strategy is necessary to improve numeracy standards and it involves:

- fostering a more positive attitude to mathematics through an emphasis on challenge and enjoyment
- gaining a clear and detailed picture of the mathematical and numeracy abilities of students coming from primary schools
- formulating a common approach to numerical problems within the maths department
- identifying the numeracy skills required and developing a consistent approach to learning and numeracy skills in all subjects
- providing information on appropriate expectations of particular class and year groups
- developing reasoning and problem solving skills
- improving literacy skills within the subject of mathematics
- increasing the awareness of students of cross-curricular links so that they can make effective use of the numeracy skills that they have, in a range of contexts.

It is envisaged that all subject departments (where students are required to apply numerical skills) will take an active role in developing students' numeracy skills.

This should mean that:

- achievement in those aspects of the curriculum, which involves the use of basic numeracy skills will be improved
- the ability of all students to work correctly and confidently with mathematics in a variety of contexts will improve
- Students leaving the school will be better prepared for further education and employment and able to deal more confidently with the mathematical demands of adult life.

Learning Support/Resource Department:

The learning support/resource department will:

- advise all staff regarding those students with numeracy difficulties and provide advice as to deal effectively with these difficulties where possible and appropriate
- provide additional support for students with numeracy difficulties in small groups or on an one-to-one basis, to address their specific needs.