**Alford Academy Numeracy Policy**

*“Being numerate helps us to function responsibly in everyday life and contribute effectively 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.”*

Education Scotland

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands a practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

**Numeracy Mission Statement**

Alford Academy is committed to raising standards of numeracy in all its pupils, so that they develop the ability to use these core skills effectively in all areas of the curriculum and are prepared with the necessary skills to cope confidently with the demands of further education, employment and adult life.

**Aims of our Numeracy policy**

* To raise the profile of numeracy across the school.
* To raise staff and pupil awareness of key numeracy strategies
* Make numeracy teaching an overt part of every curriculum area where it naturally arises.
* To support the transfer of pupils’ knowledge, skills and understanding between subjects by ensuring consistency of practice including methods, vocabulary and notation.
* To encourage learners to transfer Mathematical skills and apply them in everyday and unknown contexts.

**Responsibilities:**

**1. Senior Leadership Team:**

* Identify improving attainment in Numeracy as a key target for whole-school development.
* Monitor and evaluate the implementation of the numeracy policy across the school.
* Support the Numeracy Team in raising the profile of numeracy across the school.

**2. Numeracy Lead**

* Assist in the monitoring and evaluation of Numeracy across the curriculum.
* Keep up-to-date with current initiatives and recommended good practice and share as appropriate
* Support staff across the school in the development of strategies for supporting pupils struggling with Numeracy
* Co-ordinate cross curricular Numeracy initiatives.

**3. Numeracy Team**

* Support staff across the school in the development of strategies for supporting pupils struggling with Numeracy
* Co-ordinate cross curricular Numeracy initiatives.

**4. Department of Mathematics**

* Create a positive and attractive environment which celebrates numeracy.
* Fill gaps in pupils’ basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access Senior Phase study
* Identify pupils who require additional intervention to plug numeracy gaps.
* Be aware of the mathematical techniques used in other subjects and provide guidance and training to other departments so that a sound, coherent and consistent approach is used in all subjects.
* Provide information about common misconceptions and errors which may occur during teaching of specific topics.
* Provide information to other teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
* Through liaison with other teachers, ensure that pupils have appropriate numeracy skills by the time they are needed for work in other subjects.

**5. All other subjects**

* Create a positive and attractive environment which celebrates numeracy.
* Be aware of the multiple mathematically correct methods of performing calculations and scaffolding understanding, related to their subjects.
* Ensure that pupils are encouraged to use correct mathematical language, notation, conventions and techniques.
* Be aware of appropriate expectations of pupils and difficulties that might be experienced

with numeracy skills.

* Explore possibilities for cross-curricular links with the department of Mathemematics.
* All teachers should consider pupil’s ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:
	+ Handle number and measurement competently, mentally, orally and in writing.
	+ Use calculators accurately and appropriately.
	+ Interpret and use numerical and statistical data represented in a variety of forms.