



Horizon Community College

Numeracy Policy

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Numeracy Policy

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Section 1 Statement of Intent

Statement of Intent

To provide students with the confidence to use numbers in school, work and life.

Horizon Community College is committed to:

- Developing, maintaining and improving standards of numeracy across the school.
- Ensuring consistency of practice and expectations, including methods, vocabulary, notation etc.
- Finding areas for collaboration between subjects.
- Assisting the transfer of students' knowledge, skills and understanding between subjects.
- Creating a positive environment that celebrates numeracy and the value of mathematical skills.

Section 2 Roles and Responsibilities

The Numeracy Coordinator is responsible for the day-to-day implementation and management of the Numeracy Policy and for supporting subject leaders with the delivery of numeracy within their curriculum. The Numeracy Coordinator also provides professional development relating to numeracy, working alongside the Quality of Education team.

The Numeracy Coordinator works with subject leaders with the aim of supporting planning and delivery to ensure relevant mathematical content within a subject area is logically sequenced and delivered in line with the Corporate Methods Guide.

Subject leaders are responsible for planning their curriculum and liaising with the Numeracy Coordinator and teachers within their department to facilitate the delivery of cross-curricular numeracy skills.

The mathematics department is responsible for teaching basic mathematics skills as well as the mathematics programmes of study. The department also works with the Vice Principal for Personal Development to further develop students' financial awareness and numeracy skills through the Personal Development curriculum. This includes guest speakers, the celebration of National Numeracy Day, Financial Awareness Week, and an increasing number of enrichment opportunities.

Classroom teachers are responsible for making and taking opportunities to develop numeracy skills across their subjects, wherever appropriate. To support, the numeracy coordinator delivers

a refresher on numeracy expectations and how to incorporate numeracy into each subject during whole-college training, with additional support provided for ECTs and trainee teachers.

Section 3 Defining Numeracy

Numeracy is the capacity to take mathematics and apply knowledge, skills and strategies to deal with everyday life in a variety of situations.

We believe numerate students should be fluent in:

- Understanding the size of a number and where it fits into the number system
- Working confidently with the four operations (+, -, x and ÷)
- Manipulating algebraic expressions and simple formulae
- Using units of measurement of length, angle, mass, capacity and time
- Using simple formulae and substitute numbers in them
- Effectively use proportional reasoning
- Collecting data, draw, interpret and predict from graphs, diagrams, charts and tables
- Understanding probability and risk
- Understanding the properties of shape, position and direction, including measurements and units

Numerate students are able to deal with numbers in real life situations, such as:

- Calculating change when shopping
- Creating a household budget
- Calculating compound interest on a loan
- Calculating interest on savings
- Deciding which gas/electricity supplier to use
- Understanding interest rates when opening a bank account
- Recovering from debt

- Making an itinerary and keeping to time limits
- Make decisions based on logical thinking and reasoning

Section 4 Corporate Methods Guide

This policy is supported by our Corporate Methods guide, which is accessed through the Numeracy Hub. This sets out a consistent way to explain and apply mathematical methods across the curriculum and is shared with parents through the website.