

Numeracy Policy

Queen Mary's High School is committed to raising the standards of numeracy for all of its students in order to support them in developing their ability to use numeracy skills in all areas of the curriculum and also to confidently manage the demands of further education, employment and adult life.

Where numeracy is used subject staff should liaise with the Mathematics Department in order to present students with maximum opportunity for practising these skills whilst avoiding potential confusion in language, notation and approach.

All teachers should be positive role models for numeracy. We want our students to independently cope with and enjoy the numerical demands of a variety of situations, appreciate the power of numeracy in communication and also the adoption of a logical approach to the solution of every sort of problem.

Teachers should:

- promote a positive image of the value of being numerate;
- agree on the most appropriate methods of calculation to be used in a given circumstance;
- agree on the most appropriate methods of drawing, discussing and interpreting graphs in a given circumstance;
- alert the mathematics department before engaging in mathematical activity if there is doubt about suitable methods or if a joint approach is desirable;

Students should:

- make correct use of mathematical vocabulary when providing oral and written answers or when asking questions;
- set their work out systematically and with care. Calculations should be set out so that the method is clear. Graphs should be drawn with suitable labelled scales and have a title.
- interpret, describe and explain their work, not simply reproduce graphs, tables and charts or statements concerning percentages and other numerical data.

As teachers of numeracy we should:

- tell pupils when we are using numeracy so they can at least try to transfer their skills from mathematics lessons. Ask them "How have you been taught to do this?"; "Has anybody got a different way that also works?"
- ask for help if unsure of how to teach an aspect of numeracy;
- pass on to the Mathematics Department any data or other ideas that may be used in their lessons in order to support the work of other subject areas.

The mathematics department and historical CPD sessions have provided a bank of examples, discussions and notes. These offer consistent advice as to how a series of common inconsistencies and common problems can be resolved.