



Numeracy Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Numeracy

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics outside of the Maths classroom. It involves recognising and understanding the role of mathematics in the world and having the confidence to use numbers and numerical reasoning accurately and purposefully. The teaching of numeracy is the responsibility of all staff at Thomas Tallis School and this policy further supports the school's drive for consistency in approaches to mathematical literacy and numeracy across the curriculum. Our aim is to raise the achievement of all learners in the school by seeking to develop their numerical skills by consistent and accurate application of the teaching of mathematics across the curriculum. We believe that numeracy skills can be consolidated and enhanced when students have opportunities to apply and develop them across the curriculum.

1.1. Thomas Tallis School is committed to:

- Raising the profile of numeracy within the school;
- Raising standards of numeracy;
- Making numeracy teaching an overt part of all relevant curriculum areas.

1.2. Thomas Tallis School will:

- Create a positive and attractive environment that celebrates numeracy.
- Provide role models through celebrating the successes of older students.
- Ensure that there are activities in the curriculum to allow students to learn and practise their range of numeracy skills.
- Display high quality examples of numeracy being applied across the curriculum.
- Provide Professional Development on teaching numeracy as appropriate.

1.3. The School Leadership Team will:

- Support the development and implementation of cross-curricular numeracy policy and practice.
- Monitor the effectiveness of cross-curricular numeracy strategy in raising standards of achievement.
- Provide Professional Development opportunities and resources for teachers and associate staff as appropriate to further support their own understanding and practical competency in numeracy.

1.4. The Leaders of Whole School Numeracy will:

- Work with the Leadership Team to determine a strategy for dealing with numeracy across the curriculum and to ensure the effective development of the whole school numeracy policy.
- Monitor the implementation of the whole school numeracy policy through regular communication with Form Tutors, Heads of Year and Curriculum Leads.
- Evaluate the effectiveness of the strategy and modify it as necessary.

- Lead staff Professional Development sessions on mathematical pedagogy with a focus on developing growth mindset by modelling a positive attitude to numeracy.
- Work systematically with subject teachers and individual staff.
- Encourage teachers of mathematics to provide assistance and advice to other subject teachers so that a consistent approach is used across the whole school.
- Raise the profile of numeracy across the whole school.
- Seek opportunities for topics from other subjects to be used in numeracy lessons.
- Develop engaging and creative resources to be used by form tutors in weekly Numeracy sessions that highlight the joy of mathematics and embed cross-curricular links.
- Organise special events such as trips, collaborative activities and guest speakers to inspire learners and demonstrate the value of mathematics.

2. The Role of Staff

In order for the cross curricular strategy to be effective, it is important that all staff:

- Understand what numeracy is and how to effectively teach the mathematics skills required in their subject areas.
- Are aware of how they can support the delivery of numeracy within their subject.
- Ensure that numerical tasks included in their lessons are scaffolded appropriately and used accurately.
- Consider numeracy in their short and medium-term planning.
- Demonstrate their processes and celebrate their own mistakes, as well as those of their students, to help build confidence around mathematics.

3. The Role of Curriculum Leaders, Subject Leaders and Coordinators

In order that the policy becomes whole school practice, it is important that Curriculum Leaders, Subject Leaders and Coordinators ensure that:

- Schemes of learning have opportunities for numeracy included and identified.
- Lesson plans include relevant numeracy learning outcomes.
- Each curriculum area has a resource of relevant mathematical methods accessible to staff.
- New staff are aware of the Numeracy Policy and its inclusion in the subject area.
- The promotion of numeracy in lessons is included in the regular monitoring of teaching and learning and departmental self-evaluation.

4. Subject areas

Subject areas will contribute to the raising of numeracy standards within their curriculum area by:

- The provision of high-quality exemplar materials.
- The use of ICT and software.
- Displaying examples of numeracy within curriculum-based contexts.
- Highlighting opportunities for the use of numeracy within their subject area.
- Ensuring that materials presented to students will match their capability both in subject content and in numerical demands.

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