Numeracy is a proficiency that involves having a confidence and competency with numbers. It is the capacity to take mathematics knowledge, skills and strategies and apply these to deal with everyday life in a variety of situations. Being numerate gives students the ability to cope confidently with the mathematical demands of further education, employment and adult life.

Numeracy requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered, presented and analysed using statistical graphs and measures.

Poor numeracy skills can hold back a students' progress and lower their self-esteem. In the longer term, this can limit their ability to deal with financial situations, making it harder to understand the world around them.

*Our Mission Statement:*

*Cedar Mount Academy is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.*

**The purposes of our whole-school numeracy policy:**

* to develop, maintain and improve standards in numeracy across the school;
* to ensure consistency of practice including methods, vocabulary, notation, etc.;
* to indicate areas for collaboration between subjects;
* to assist the transfer of pupils’ knowledge, skills and understanding between subjects.

**Priority Areas for Cedar Mount Academy.**

Three main issues that need to be addressed:

1. A significant amount of students have weak numeracy skills and find it difficult to apply their numeracy skills in a different context
2. There are many students who do not enjoy maths and deterred from using or learning numeracy.
3. Many students do not find numeracy relevant to their everyday life.

In order to develop numerate students it is essential students first have confidence with the basic skills. The following areas are key foci for the academy this year.

Students should be able to:

* Recall and use their multiplication tables and basic number facts quickly and confidently;
* Carry out basic calculations efficiently and accurately, either mentally or with pencil and paper as appropriate.
* Make sense of number problems, recognise the operation(s) needed and be able work confidently with numbers;
* Use units of measurement of length, angle, mass, capacity and time
* Read numbers correctly from a range of meters, dials and scales;
* Suggest suitable units for measuring and make sensible estimates of measurements.
* Explain methods, reasoning and conclusions

**Developing a consistent approach to numeracy.**

Numeracy is a key skill within students' learning and all students are entitled to quality experiences in this area. The development of numeracy is therefore the responsibility of all staff.

Students at Cedar Mount Academy need to be exposed to numeracy in all its different aspects. The ethos that becoming numerate is essential and not about “just doing more maths” needs to be embedded. Students need opportunities to develop their problem solving skills and be able to use logical, strategic and lateral thinking.

Student’s numeracy skills can also be consolidated and enhanced when they have opportunities to apply and develop them across the curriculum subjects.

**Within curriculum areas**

Each department should identify the contribution it can make towards numeracy and other mathematical skills in their curriculum area so that students become confident at using and applying mathematics in a range of contexts.

Curriculum areas should endeavour to ensure that materials presented to students will match their capability both in subject content and in numerical demands. They should ensure that they include key words and specific referencing that will support numeracy and learning in in their area.

Curriculum areas should ensure consistency of practice including methods, vocabulary, notation, etc.; so students are continually exposed to the correct/most appropriate method to solve or understand a problem rather than given a ‘shortcut’ which reinforces misconceptions and does not develop a students’ understanding.

*Activities:*

1. Maths and Science departments to work together to identify key mathematical skills required within the science curriculum. Ensure schemes of learning are appropriately timed to support each department in introducing these skills.
2. The numeracy across the curriculum co-ordinator to liaise with other subject leaders to identify, review and update any opportunities for numeracy within their schemes of learning.
3. Numeracy posters will be developed for each subject to aid numerical method, vocabulary and notation and to help students see the relevance of numeracy to that particular subject area.

**Within pastoral teams**

As part of embedding the ethos that numeracy is an essential life skill it is important that the pastoral team engage students in numeracy based activities on a regular basis.

*Activities:*

1. Weekly numeracy challenge to be introduced within 1 form time per week. This will have an emphasis on mental calculations and encourage competition between form groups.
2. A weekly numeracy based puzzle to be introduced that both students and staff can work on together during form time. This will be included in the weekly numeracy form challenge and will be displayed on the televisions around school and display walls on the maths corridor during that particular week.
3. Half termly numeracy competition as part of the house system with prizes and certificates being issued.

**Within maths department**

1. Numeracy based activities within maths lessons to recap or develop key numeracy skills for all key stage 3 and foundation groups at key stage 4. There will be a fortnightly focus aiming to improve a particular skill e.g. place value, number bonds, multiplication, etc.
2. Key mathematical concepts or skills required within other subjects will be taught within maths lessons for that specific year group.
3. After school maths support club for key stage 3 and key stage 4 students. This will be an opportunity for students to get support on anything they need or where they can be challenged further on a particular topic.

**Staff CPD**

Deliver CPD sessions to academy staff in order to develop a consistent numeracy approach across the academy. This is to focus on both developing consistent teaching methods as well as helping to staff to develop a learner’s confidence in using numeracy skills within different subjects.

**Around the School**

1. Numeracy prompts placed around the academy e.g. “how many stairs are there in the academy, how many metres from the theatre to the dinner person at the hot queue?.” Furthermore, puzzles and challenges to be displayed on the television screens around the school.
2. Academy to take part in the NSPCC Number day in February 2016 which aims to raise money and awareness for the charity by students partaking in number based activities throughout the day.