



Enfield County School

Numeracy Policy

January 2018

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Contents

Content	Page number
Expected Numeracy Capabilities	3
Consistency in practice	3
Practical tips for teachers	4



Enfield County School – Numeracy Policy



	Agreed Policy
Expected Numeracy Capabilities of our students	<ul style="list-style-type: none"> • Have a sense of the size of a number and where it fits into the number system. • Be able to use strategies successfully to solve number related problems mentally. • Apply an appropriate method to help solve a problem, e.g. mental, oral and written methods. • Make sense of number problems and identify and use the required operations to solve them. • Restrict reliance on using a calculator and use them only when it is appropriate to do so. • Develop skills in estimation and approximation and have strategies for checking the reasonability of answers. • Be able to explain methods and reasoning using consistent language and mathematical terminology. • Be able to make and use sensible estimates of a range of measures in everyday situations. • Be able to interpret, explain and make predictions from information given in graphs, charts and tables. • Improve general problem solving skills.
Consistency in practice	<p>Teachers of Mathematics should try to:</p> <ul style="list-style-type: none"> • be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects. • seek opportunities to use topics and examination questions from other subjects in the mathematics lessons. • attempt to ensure that students have appropriate numeracy skills by the time they are needed in other subject areas. • get the Maths Prefects involved in raising the profile of numeracy across the school. <p>Teachers of subjects other than Mathematics should try to:</p> <ul style="list-style-type: none"> • provide resources for mathematics teachers to enable them to use as examples of applications of numeracy relating to other subjects in mathematics lessons. • be prepared to use display work/posters (provided by the Mathematics Department) that illustrates the use of numeracy across all curriculum subjects. • create a “numeracy corner” as part of classroom displays. • identify and highlight the areas where numeracy is taught in the schemes of work by using the whole school numeracy logo.



	<ul style="list-style-type: none"> • support and deliver the fortnightly maths puzzle/quiz during form time to enhance student engagement with numeracy. • be aware of the five strands across the Mathematics curriculum; <ul style="list-style-type: none"> i) Number ii) Algebra iii) Ratio, proportion and rates of change iv) Geometry and measures v) Probability and Statistics
<p>Practical tips for teachers of all subjects</p>	<ul style="list-style-type: none"> • Draw students' attention to the number of marks allocated to particular questions in their upcoming exams and the amount of time that they are given to complete the entire exam. Then ask them to calculate the amount of time they should spend on each question, in light of this information. • Allow students to take a class opinion poll on a particular debate topic and ask them to convey this as a chart or graph. • Place an emphasis on exploring the possibility of shape and space in any illustrations or art work you ask students to produce. • Ask students to produce a story board for a particular sequence of events, thus requiring them to divide their page equally into eight carefully-measured boxes. • When studying poetry, encourage students to examine the <i>rhythm</i> in the poem, in particular identifying any discrepancies in the number of beats or syllables. • When dividing the class into equal groups, ask the class to count the number of students present and work out the calculation for you. • When analysing, interpreting or comparing data like birth, divorce and crime rates encourage students to produce line graphs, tables and pie charts to illustrate their findings. • Draw attention to any figures and statistics in the text your students are examining, and encourage them to think about the implications of them. Events in history and facts in various other subjects often have to be expressed numerically simply in order to accurately convey their full significance. • During quizzes and competitions, encourage students to keep score. Use a variety of formats for gaining marks; for example, in the style of well-known TV quizzes such as <i>Who Wants to be a Millionaire?</i>, where money is doubled at certain points, or <i>The Million Pound Drop</i>, where students could 'hedge their bets' by placing pretend sums of money on multiple choice answers to convey how confident they feel about the likelihood of each option being correct.