

MANCHESTER HEALTH ACADEMY

NUMERACY POLICY

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Approval History

Approved By:	Date of Approval	Version Approved	Comments
	Sept 2012	V1	
Governors	09/07/15	V2	Approved
Standards Committee	22/06/17	V3	Approved

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
June 2015		V2	Policy re-written and put into new policy format	N	KEM
June 2017		V3	Policy updated – minor amendments	N	AC

1. Purpose

It is recognised by Manchester Health Academy, that all staff have a responsibility to ensure that their pupils are numerate and we strongly believe that all pupils have the right to a numeracy rich learning environment in school. The details of this policy therefore outline the steps that the Academy is taking to ensure that our pupils are confident and competent in all areas of numeracy.

2. Scope

This policy covers all students attending Manchester Health Academy and students from partner primaries of Manchester Health Academy.

3. Responsibility

Numeracy is the responsibility of all staff associated with Manchester Health Academy.

4. Our Approach

4.1 Our approach to numeracy contributes to a key priority of the Academy: excellence for all, regardless of their starting point. We understand that it is our duty to ensure all students are numerate representatives of the Academy as numeracy and literacy are key skills that all students must excel in.

4.2 Manchester Health Academy believes that each student deserves the opportunity to become a numerate citizen and a great ambassador to this school and the Wythenshawe community. We will strive to ensure each student has the ability to cope with numeracy in everyday life through the use of interventions and standardised methods of teaching numeracy topics. We are also aware of the need to stretch our high ability students; therefore we will encourage the teaching and learning of high ability topics during form time and enrichment.

4.2 Numeracy is the ability to use common sense when confronted with a mathematical based situation in real life. Without numeracy skills we would not be able to live as a citizen in today's world. Therefore, we as an Academy feel it is our duty to ensure our students leave school with numeracy life skills, such as;

- **Calculations** – The ability to add, subtract, multiply and divide using real life scenarios. (*Example: To be able to calculate how many coaches they need to take guests to their own wedding*).
- **Time** – The ability to read both a twelve and twenty four hour clock The ability to use time in a convenient way, transferring between 12 hour and 24 hour format and plan a journey efficiently using a timetable. (*Example: To be able to calculate what time they need to leave home to get to work in time*).
- **Statistics** – The ability to read and interpret line graphs, bar charts and pie charts. We will also look at how to compare amounts using fractions, decimals and percentages. (*Example: To be able to determine which deal is the best in a supermarket*).

- **Money** – The ability to use money, including calculating change from an amount so that it is transferrable to real life situations. We will look at being able to buy items in quantities confidently and exchange money using simple exchange conversions. (*Example: To be able to go on holiday and have a sound idea on the local currency they will have available*).
- **Measurements** – The ability to read scales, identify and convert between metric units of measurement, identify imperial units of measurement and calculate basic speed, distance and time measurements. (*Example: To be able to efficiently measure and bake a cake*).
- Reading Tables- To ensure students are able to plan a journey using train, bus timetables.
- Comprehension and Understanding of the language of numeracy- The ability to understand subject specific terms such as ‘product’, ‘approximate’, ‘calculate’, ‘expand’ by hearing them in context with functional examples.

5. Key Priorities

At Manchester Health Academy the 5 key priorities are currently:

1. To coordinate, track and monitor student progress in numeracy interventions.
 - Identify students that could benefit from numeracy interventions.
 - Assign intervention staff to students to meet their needs and monitor the intervention process.
 - Track the progress each student makes that have benefited from intervention.
 - Analyse the progress made by students after their intervention and assess the impact this has made on their learning.
 - Create support strategies which are skills based for students that have finished their intervention programme.
2. To improve the way we see numeracy throughout the academy and run an efficient model of cross curricular teaching.
 - Promote numeracy throughout the academy through a numeracy board display.
 - Ensure numeracy teaching methods are standardised throughout the academy – specifically with explicit links with Science, Food Tech and PE.
 - To utilise the QLA for KS2 SATS to ‘teach to the skills gap’
 - Raise awareness of numeracy interventions and their impact upon teaching .
 - To maintain the Numeracy Ninja’s form time programme with challenge as a focus-linking to QLA to support ‘teaching to the skills gaps’
 - Develop the use of ICT and internet to promote numeracy throughout the school.
3. To promote numeracy and Manchester Health Academy through whole school events, including partner primaries.
 - Promote numeracy through whole school events every half term.
 - Develop numeracy and establish the importance of numeracy through parents and carers.
 - Promote numeracy through whole school events every term.
 - Develop students’ understanding of numeracy through whole class teachings.
 - Develop students to be great numerate ambassadors of the academy.

4. To continue the excellent and established relationships made with partner primaries and extend this to more partner primaries.
 - Promote the academy through numeracy work with partner primaries.

5. To ensure the smooth running of numeracy interventions, offering support to innumerate students and use key strategies to improve their overall numeracy age.
 - Identify students that could benefit from Numeracy interventions.
 - Assign intervention staff to students and monitor the intervention process.
 - Track the progress each student makes that have benefited from intervention.
 - Analyse the progress made by students after their intervention and assess the impact this has made on their learning.
 - Ensure the intervention programme is regularly updated.

6. Related Documents

Literacy Policy