

MEARNS ACADEMY



Policies and Procedures

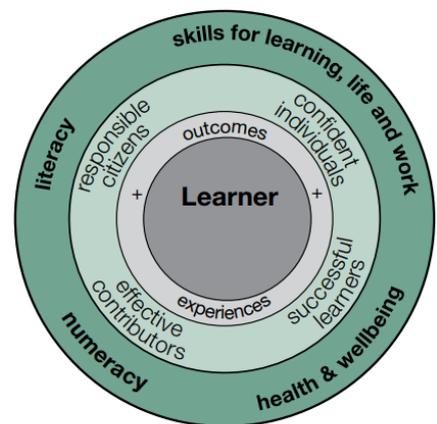
Numeracy Across Learning

This policy document is intended to support all staff in the development of numeracy across the curriculum within Mearns Academy.

All teachers have a responsibility to develop the numeracy skills of our young people and should be clear on the numeracy experiences and outcomes they are delivering. "The greatest impact for learners will come where all practitioners, in all learning environments, include rich numeracy experiences as part of their day-to-day learning and teaching programmes." (Numeracy Across Learning – Principals and Practice).

The numeracy experiences and outcomes are structured into the following 8 curricular organisers;

- Estimation and Rounding
- Number and Number Processes
- Fractions, Decimal Fractions and Percentages
- Money
- Time
- Measurement
- Data Analysis
- Ideas of Chance and Uncertainty



Aim

The aim is to enable pupils to develop confidence in their numeracy skills and abilities in order to further their success in life and in the modern workplace.

An effective framework for the delivery of high quality learning and teaching in numeracy across the curriculum needs to be in place, with staff increasingly confident in the delivery of numeracy outcomes within their own subject.

"Consider where numeracy plays a part in the aspects you contribute to the curriculum. Does your programme involve estimating, measuring, using and managing time, carrying out money calculations? Does it involve reading information from charts and tables or explaining consequences of actions? If it does, and you highlight this and build upon it in the learning activities, you are making a valuable contribution to developing numeracy in all learners." (Building the Curriculum 4).

All learners should be provided with the maximum opportunity to acquire, understand and apply numerical skills effectively and with confidence.

At Mearns we aim to deliver high quality numeracy skills across the curriculum with standardised teacher booklets and presentations. This will provide teachers with an aid to their numeracy skills that they can refer to and build into their teaching by ensuring there is a consistent approach to numeracy skills across Mearns Academy.

Delivery

In line with HGIOS 4; staff should look for opportunities to develop numeracy skills, across all areas and at all levels of learning, in a progressive way across the curriculum. We should work together, in relation to Numeracy, to “promote lifelong learning, both in families, and as individual learners”.

SLT and Principal Teachers should support numeracy across the school in the following ways by:

- Self-evaluation for school improvement
- Building and sustaining staff capacity, capability and practice through professional learning
- Ensuring high quality teaching and learning
- Building and sustaining partnerships
- Managing and allocating resources

All staff should:

- Familiarise themselves with CFE experiences and outcomes in numeracy.
- Share in whole school planning and good practice to ensure full coverage of all experiences and outcomes and that they are delivered to a high standard.
- Ensure the use of, and refer to, numeracy skills in teaching and learning.
 - This is not necessarily every lesson, nor is it every outcome.
 - There is no expectation to formally assess the outcomes.

Parents/Carers should:

- Support and encourage the development of the child’s numeracy skills.
- Support the school in the implementation of numeracy being delivered across the curriculum in order to maximise the potential of all learners.
- Encourage children to use the range of skills and strategies they’ve learnt in order to improve their levels of numeracy.
- Communicate with the school if you would like support doing this.

Pupils should:

- Take responsibility for their own learning and identify areas in their own numeracy skills that need improving.
- Seek assistance from teachers when confronted with difficulty in areas of numeracy.
- Ensure that they are making the most of learning opportunities given in order to progress their numeracy skills.

Monitoring and Evaluation

Progress should be monitored through;

- Pupil interviews/surveys on how Numeracy Ninjas has impacted on their numeracy skills and how this has had an effect on their whole school learning journey.
- A record of minutes for all numeracy based professional dialogue, especially between working groups, RfA and Principal teachers/Faculty heads.
- Updates to department/faculty improvement plans.
- Classroom observations.
- Numeracy audits in S1/2 to measure progress of a cohort over the two years and to measure year on year trends. This will provide a focus for each new year group.