



# Regents Park Community College

## Numeracy Guidelines



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## Rationale

The ability of students to be confident in their use of numeracy underpins successful progress and is an essential skill for the workplace. All teachers and teaching assistants are responsible for teaching and developing numeracy skills and the Curriculum Leader for Mathematics and Numeracy ensures that the teaching of numeracy is consistently high across the school.

## Purpose

- To identify specific roles and responsibilities within the school with regard to the development of numeracy teaching.
- To ensure all members of the school community support the drive to raise standards of numeracy by employing consistent approaches and expectations.
- To establish procedures for monitoring and evaluating the effectiveness of numeracy teaching and learning across the curriculum.

## Guidelines

### The School's approach to teaching numeracy across the curriculum

All teachers must support the teaching of numeracy so, where relevant, schemes of work and most (although not all lessons) must include specific numeracy objectives.

### Role of the Curriculum Leader for Mathematics and Numeracy

- To lead the development, delivery, monitoring and evaluation of the whole school numeracy strategy.
- To work closely with subject leaders to ensure their teams are explicitly teaching the numeracy demands of their subject throughout all key stages.
- To provide staff with resources, support and training to become more effective teachers of numeracy.
- To monitor the effectiveness of numeracy teaching across the school through learning walks, lesson observations, book scrutiny and analysis of attainment in maths.

### Role of the Subject Leaders

- To work closely with the Curriculum Leader for Mathematics and Numeracy to embed numeracy objectives into lesson plans and schemes of work.
- To ensure teachers are supported and able to fulfil the requirements of their role as numeracy teachers.
- To evaluate the effectiveness of numeracy teaching within the subject area for which they are responsible through learning walks, lesson observations and book scrutiny.
- To seek support from the Curriculum Leader for Mathematics and Numeracy if CPD needs are identified in relation to numeracy.
- To ensure that display materials in classrooms support students to develop the numeracy demands of the subject.

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## Role of the Teacher

- To develop students' numeracy skills by modelling methods consistent with those taught by the maths department and by developing display materials in classrooms to support numeracy.
- To have high expectations of the students' ability to apply their mathematical knowledge across the full range of subjects they study.
- To provide opportunities for students to apply their mathematical knowledge in different contexts.
- To use the resources provided by the Curriculum Leader for Mathematics and Numeracy where appropriate.

## Role of the SENCO (see Policy for Inclusion and SEN)

- To identify and provide support for students with the weakest mathematical skills, either through the nurture group or through TA support in lessons.
- To ensure staff are aware of individual student's numeracy needs through Provision Maps and EHC plans.
- To provide staff with strategies to support students with specific needs.

## Role of the Senior Leadership Team

- To promote, through line management and everyday interactions with staff, whole school numeracy initiatives such as skills boxes and other resources provided for teaching and learning.
- To provide feedback on the quality of numeracy teaching seen during lesson observations and to provide appropriate feedback to staff.
- To provide the Curriculum Leader for Mathematics and Numeracy with opportunities to address the staff as a whole through briefings and in-service training.

## Monitoring & Evaluation

- The Curriculum Leader for Mathematics and Numeracy monitors the impact of the policy through termly book scrutiny and lesson observations.
- The Leadership team feedback findings from lesson observations to the Curriculum Leader for Mathematics and Numeracy.
- The Governor responsible for numeracy meets with the Curriculum Leader for Mathematics and Numeracy and gains an oversight of developments through learning walks and work scrutiny.
- This information is used to produce a tri-annual report on progress to the Senior Leadership Team and an annual report to the T&L committee.
- Priorities for development are embedded in whole school and subject development plans.