



Kingsmere School

Unique Resilient Unstoppable

Numeracy Procedure

Reviewed: October 2018

Kingsmere School
Hundred Foot Bank
Pymoor
ELY
CB6 2EL

Numeracy Local Procedure

Some pupils at Kingsmere School have a statement of special educational needs (SEN), or an education, health and care plan (EHCP). The SEN/EHCP communicates to us that these students have a variety of diagnoses. These include ASD, PDA, ADHD, dyslexia, dyspraxia, anxiety, sensory processing difficulties, language and communication disorders and behaviour difficulties. All programmes of study are carefully planned in order to engage pupils in learning, whilst lowering their anxiety and ensuring there are maximum opportunities for success. These individualised, bespoke programmes may initially start from pupils' own interests, and may incorporate the outdoor environment and work in the wider community.

Rationale

Numeracy is a tool for everyday life. It is the study of relationships and concepts in number, algebra, shape, space, measure and data handling that helps us view and make sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

Aims

The aims of Numeracy are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- To promote confidence and competence with numbers and the number system

- To develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- To develop a practical understanding of the ways in which information is gathered and presented
- To explore features of shape and space, and develop measuring skills in a range of contexts
- To understand the importance of Numeracy in everyday life
- To promote the development of a range of mental strategies
- To develop an ability to use and apply Numeracy across other curriculum areas and in real life situations

Guidelines

Key Stage 3

- Students follow a programme of study that follows the most recent National Curriculum Guidelines
- All learning programmes are individualised, and largely taught in small classes of 3 to 5, by teachers/tutors
- Students are encouraged to use mental strategies in their work and to discuss how they reach their solutions
- The textbooks may be used to allow our students to follow schemes of work, which are differentiated according to their ability

- Students are also given practice in developing skills required for using and applying Numeracy (which may also be known as an element of Functional Skills)
- A student may, or may not, be taught every skill in the KS3 syllabus, dependent on the individual's innate ability.

Key Stage 4

In Year 9 all pupils commence a three-year linear GCSE course, either at Higher or Foundation entry. Alongside this will be Entry Level and Functional Skills Level 1 and 2 examinations.

This will build on, and extend, skills and concepts learnt throughout Key Stage 3 as well as introducing a number of new topics. There will also be a strong emphasis on functional questions that test students' ability to "Use and Apply" the mathematics that they have learnt in 'real life' situations.

As at KS3, in KS4 our students are provided with books and resources, which complement their ability and are again encouraged to use mental strategies in their work and to discuss how they reach their solutions. Students are given more practice in developing skills required for solving Functional Skills both by some of the questions in the textbooks and by problems posed.

Assessment in Numeracy

- Students' work will be assessed once a half term (where appropriate) reflecting each area of Numeracy. These may still be judged against NC or P levels
- Formative assessments will have a target which will be on the target sheet in the book.

- Targets will be set on a half termly basis and form part of students Individual Education Plan [IEP]
- Work will be marked according to the marking policy
- Marking will be done by teacher and will be moderated with another teacher to ensure consistency
- Marking should be light touch, meaningful and encouraging.

Numeracy across the curriculum

Students use Numeracy in all other areas of the curriculum. When this occurs we need to make it explicit to students and tell them what element(s) of Numeracy they are using. As a school, we aim to employ a continuity of approach, and staff training days will ensure that this is achieved.

Spiritual, moral, social and cultural development

The teaching of Numeracy supports the social development of all our young people through the way we expect them to work with each other in lessons. We group children so that they work together, where possible and we give them the chance to discuss their ideas and results. The study of famous mathematicians from around the world contributes to the cultural development of our learners.

Lynne Keating Head of Kingsmere School
October 2018
To be reviewed September 2019