

Numeracy Policy Statement

Greenacre School



VERSION CONTROL BOX	
DATE OF REVIEW	June 2018
OVERVIEW OF CHANGES	Amendments to the policy were made in line with the assessment changes we have made as a school. A Curriculum to assess pupils working below P4. From September, students working above P4 and below Level 1 will be assessed using the new B Curriculum.
DATE OF NEXT REVIEW	June 2019
REVIEWER	A Wilson

GREENACRE SCHOOL NUMERACY POLICY STATEMENT

RATIONALE

At Greenacre School Numeracy is seen as an integral part of daily life. It is a practical subject which gives the pupils an understanding of the way the world is ordered and provides them with a vital set of skills with which to operate within their environment. Numeracy is viewed as an inclusive experience with all pupils being given the opportunity to be involved at an appropriate level to meet their needs. It is also a means of communicating information and ideas.

The Numeracy curriculum is viewed as starting with those early developmental levels of fine motor and cognitive skills essential in facilitating the development of concepts which enable pupils to begin early Numeracy activities. Numeracy is delivered using a thematic approach to allow pupils to contextualize their learning and apply the skills to real life situations. This serves as preparation for functional skills examinations and as preparation for life beyond Greenacre.

PURPOSE:

1. To develop pupils' ability to reason and make predictions.
2. To ensure that all pupils have the opportunity to explore and investigate Numeracy systems in order to find out more about them.
3. To ensure that all pupils are given the opportunity to apply knowledge, skills and understanding to solve problems in everyday living.
4. To ensure that all pupils are given the opportunity to develop an understanding of patterns and relationships, using symbols, numbers or shapes.
5. To give pupils opportunities to be creative, by discovery and imagination.
6. To enable pupils to use skills of observation and logic to communicate their understanding and to record their work.
7. To enable pupils to acquire financial capability and develop understanding of concepts used in everyday living.

GUIDELINES:

1. Numeracy is delivered in accordance with EYFS, KS1 and KS2 National Curriculum and Post 16 National Curriculum. Where appropriate pupils have access in gaining Entry Level and Level 1 qualifications in Numeracy across Key stage 4 and Post-16 provisions.
2. Pupils should be given opportunities to apply what they have learned in everyday practical situations.
3. All pupils should be given access to an appropriate range of equipment and resources with appropriate adaptations.
4. Wherever possible age appropriate resources and opportunities should be provided for older pupils who have been working on similar objectives for a long period of time.

5. Where practicable, all pupils should be involved in the main teaching activity with strategies in place to enable them to communicate effectively whilst maintaining appropriate personalisation for all pupils.
6. All pupils' contributions should be valued.
7. Pupils should be given opportunities to gain numerical experience in other curricular.

CONCLUSION

As a core subject Numeracy is an essential part of the school curriculum and makes a vital contribution to the overall development of pupils in equipping them with a powerful set of tools to understand the world. It is also vital in facilitating their independence both while at school and more especially in adult life. A wide range of qualifications are now offered across key stage 4 and Post 16 provisions.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it