Education 1st
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Sports 1st

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Numeracy Policy

Policy Review
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: 24th June 2024
Updated:
Date of next review: **31st August 2024**

Signed

Craig Dembicki
Managing Director
Education 1st

Purpose

Mathematics/Numeracy is regarded as an essential life skill for all pupils and students. All activities, subject areas and all staff have a crucial role to play in supporting the development of pupils' functional numeracy and maths skills. The reality is that most of our pupils have difficulties with aspects of maths and numeracy and this affects their self-esteem, confidence and perception of themselves as learners.

Aims of this Policy

- To develop a shared understanding, between all staff, of the role maths and numeracy plays in pupil's learning.
- To explain to parents, carers and commissioners how our approach develops pupils' confidence and self-expression with maths and numeracy.
- To outline how our mentoring work contributes to pupils' ability to use maths and number work.
- To highlight maths and numeracy as central to pupils' sense of identity, belonging and development.

Related Policies

Curriculum Outline
Equality and Diversity Policy

Maths and Numeracy

Numeracy is the development and application of mathematical skills across the curriculum and in real life situations. At Education 1st pupils and students engage in a wide range of purposeful activities which involve them in different modes of mathematical learning, including playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.

Effective mathematics/numeracy development should promote a positive attitude to mathematical learning through experiences which are creative, enriching, enjoyable and challenging.

We Aim to Promote

- A positive approach to mathematics/numeracy as an interesting, enjoyable subject in which all can experience success.
- An ability to think clearly and logically in mathematics/numeracy with confidence, independence of thought and flexibility of mind.
- A feel for number and an understanding of mathematics/numeracy through the process of enquiry and experiment.
- An appreciation of mathematical pattern and the ability to identify relationships.
- Mathematical skills and knowledge accompanied by the quick recall of basic facts.
- The development and use of mathematical language.
- Persistence, reliability and accuracy through sustained work in mathematics/numeracy which requires some perseverance over a period of time.
- An awareness of the power of mathematics/numeracy to communicate, analyse and explain information and ideas.
- An awareness of the role mathematics can play in the world beyond the classroom - providing opportunities for problem- solving and using creative abilities.
- An ability to use mathematical skills as a powerful tool for other work and areas of study.

Implementation

Successful implementation of the policy is dependent on the extent to which we take into account the needs of all pupils and offer support and interventions as necessary.

As soon as possible after pupils start with us at Education 1st, we carry out a diagnostic test in maths (also reading and spelling) that will determine gaps in their learning. Once this is completed, we know which sections of our maths course a pupil needs to start at. Filling these gaps will give pupils the foundation they need to be successful learners when they move to their next setting.

We aim to ensure that:

- Numeracy sessions are structured to support and stimulate mathematical development but flexible to respond to individual needs of the pupils.
- Mentoring sessions provide opportunities for pupils to engage in purposeful understanding and use of numeracy and maths skills.
- Learning sessions are planned so that pupils have to listen and engage with tasks for realistic lengths of time.
- Available data on pupils' maths levels and numeracy skills is used to make informed choices about appropriate learning activities and resources.
- Provision is made for teaching maths and numeracy to pupils identified with special needs.
- All pupils will be accessing learning content in line with their ability level. Provision is made for pupils who are identified as underachieving in maths.

Our minimum requirement is that each child has a maths lesson each week, provided they are with us four sessions each week. Mentors are instrumental in delivering this. With our tablets and online learning platform, pupils can be offered more opportunities to access maths content whilst they are with us. Pupils who are particularly engaged will also be able to access learning platforms at home.

Mathematical Language

The development of appropriate mathematical language is promoted through the whole provision. Pupils progressively become familiar with the correct mathematical terms, definitions, signs and symbols appropriate to their level of understanding. Discussion is encouraged to enable pupils to clarify and articulate their mathematical thinking. Pupils are encouraged to use the conventional mathematical terms and to express their answers and methods of solving problems in mathematical language. Key mathematical vocabulary will be displayed in classrooms.

Resources

We provide:

- Learning environments which are conducive to good maths and numeracy practice.
- Effective online learning resources.
- Lesson content that provides reporting features to monitor student progress.
- Material that is up to date, relevant balanced in its presentation of ethnicity and gender.

The online maths learning courses we provide to pupils have been developed to align with curricula across England from Reception to Year 12. Age and ability related content covers all areas of mathematics.

Pupils underachieving in maths (including those with special educational needs) are working below National average age-related expectations. All pupils will be accessing learning content in line with their ability level.

Access to relevant maths content will reinforce learning and challenge pupils to make progress. Courses are supported with activities, eBooks, enriching tasks and other resources.

For Secondary and Post 16 students – aged 13-19 years

For older students attending for longer periods of time we can offer accredited ASDAN Short Courses, including Maths. Because courses are multi-level, the focus is on completing challenges and skills development according to individual ability, although we expect learners to be working at Entry level 3 to Level 1.

ASDAN E-portfolio option

TBC All ASDAN Short Courses are available online via the ASDAN e-portfolio system. This online platform allows learners to complete their chosen Short Courses online by completing challenges, recording skills development and uploading evidence.

Interventions and Support

Our Maths Programme has been selected for pupil interest and engagement in order for children and young people to make progress with their maths and numeracy skills. Pupils on part-time / short-term placements will have personalised interventions as appropriate. Pupil timetables will be adjusted accordingly to support these interventions.