

NUMERACY POLICY

Rationale

To identify the principles of curriculum design and provide an overview of the Maths / Numeracy curriculum offer to our students. The Maths / Numeracy curriculum is designed to be broad, balanced and differentiated, as well as promoting inclusivity and to promote the spiritual, moral, cultural, mental and physical development of our students and to prepare them for the opportunities, responsibilities and experiences of adult life, and for progression to a FE college or employment.

Aims and Objectives

- To construct an inclusive Maths / Numeracy curriculum that matches the needs, interests, and aspirations of our learners.
- To design coherent and relevant learning experiences.
- To use creative and innovative teaching and learning experiences.
- To build in focused support and challenge.
- To make skill development an integral part of enhancing learner's knowledge and understanding of motor vehicle studies.
- To provide a seamless pathway through education to age 19.
- To meet requirements of external awarding bodies.

Meeting statutory requirements.

The curriculum should enable all young people to become 'successful learners' who enjoy learning, make progress and achieve; 'confident individuals' who are able to live safe, healthy and fulfilling lives, 'responsible citizens' who make a positive contribution to society.

- Staff will actively promote and seek to secure the curriculum aims above and in particular will:-
- Have high expectations of students.
- Employ a variety of appropriate teaching and learning methods and strategies.
- Ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed.
- Deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the statutory requirements, and requirements of awarding bodies.
- Provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them.
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements and encourage peer mentoring where possible and appropriate.
- Develop learners' skills to become independent learners and to focus on Personal Learning and Thinking skills with a view to facilitating future progression.
- Encourage, reward and value achievement and attitude to learning, both formally and

informally.

- Work in partnership with other staff, carers, stakeholders and the wider community to achieve shared goals.
- Keep stakeholders/carers regularly and fully informed about the progress and achievements of the learner.
- Promote inclusivity and where possible examples of best practice in industry are to be presented in a manner to reflect diverse society. A culture of mutual respect is encouraged as is discussion of cultural differences and areas of commonality in order to temper negative barriers and contribute to a harmonious environment conducive to learning.

Accreditations:

Key Stage 2 (Years 3 – 6)

The department follows the National Curriculum Programme for Mathematics throughout Key Stage 2. The content is divided into units of work. Most of the young people work through a range of activities from textbooks, worksheets, internet based resources, projects, practical activities and games, which provide the pitch, pace and progression necessary to prepare them for key stage 3.

Learners at Key Stage 2 can gain accreditation in the following:

- SATS which is sat at the end of year 6

Key Stage 3 (Years 7 - 9)

The department follows the National Curriculum Programme for Mathematics throughout Key Stage 3. The content is divided into units of work based on the following areas; number, algebra, shape, space and measures, and handling data. Topics are revisited and extended throughout years 7, 8 and 9 in order to deepen understanding and build upon previous knowledge.

Most of the young people work through a range of activities from textbooks, worksheets, internet based resources, projects, practical activities and games, which provide the pitch, pace and progression necessary to prepare them for key stage 4.

Learners at Key Stage 3 can gain accreditation in the following:

- OCR Entry Level Certificate in Maths (*Entry 1, 2, 3*) On-Demand Exam

Key Stage 4 and (Years 10 - 13)

Key Stage 4 and 5 students follow the syllabus that best suits their needs, for example, for their appropriate level of accreditation.

Learners at Key Stage 4 can gain accreditation in the following:

- OCR Entry Level Certificate in Maths (Entry 1, 2, 3) On-Demand Exam
- OCR Level 1 and 2 Functional Skills in Maths On-Demand Exam
- EDEXCEL GCSE Mathematics, Exam

Differentiation:

Our selective range of accredited courses actively encourage a wide repertoire of teaching methods and multisensory resources which focus on active learning and student participation and place value on the students' experiences and contributions.

As most of the teaching is in small groups, differentiation is easily achieved through the provision of work, the incorporated planned tasks and the level of teacher support and expectation. We are able to plan, amend or adapt current schemes of work in order to meet the needs of individual pupils and respond to their interest. Progression through the hierarchy of skills will be determined by teacher assessment and pupil progress, rather than solely by pupil age.

Our schemes indicate when we aim to teach the programmes at Key Stage 2 and 3, but timings may change as we endeavor to provide the most appropriate learning opportunities possible for pupils. This will be based upon our assessment of their needs and balanced against their level of interest, their previous knowledge and experience, and their level of motivation.

Assessment:

Within the mathematics curriculum, assessing pupils will be through diagnostic, formative and summative assessment. Teacher assessment is ongoing to enable the pupil's progress through the work at a pace commensurate with their ability levels and to enable the teachers to provide appropriate learning opportunities.

Numeracy across the Curriculum:

Opportunities are planned for pupils to study Numeracy as part of other subjects. These include teaching the topics of calculating weight, measurements, speed & distance in sports, calculating ingredients, volume & timing through food technology and using money, calculating, budgeting and time management through lessons focused on employability skills and independent living skills.

- ICT use in Maths / Numeracy:
- Specific activities are planned to make use of ICT in Numeracy / Maths. These include:
- Word processing of information
- Excel, using formulas to present information
- Internet work for research
- Learning games
- Online testing/exam practice
- Functional Skills, SEAL and Personal Learning and Thinking Skills:
- Personal Learning and Thinking Skills (PLTS) are team working, independent enquiry, self-management, reflective learning, effective participation and creative thinking. The PLTS and SEAL frameworks apply to all young people 11-19.
- We have ensured that each of the specifications followed in this curriculum area provide a range of opportunities to develop our learners' social and emotional; personal learning and thinking; and functional skills.

Equal Opportunities:

All learners, irrespective of age, gender, race, or ability have equal access to the curriculum. They participate, progress and enjoy success on a regular basis.

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Interim Review Comments:			
Policy Reviewed By:	C Seretny	CRS	<u>25/11/21</u>
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