

## JUNIOR COLLEGE NUMERACY POLICY

### Overview

EKC Group Junior Colleges believe that numeracy is essential to student success and that every student should have an equal opportunity a studying mathematics.

Students' chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.

The EKC Group's mathematics curriculum follows a mastery approach. 'Teaching for mastery' is a whole school approach and include the best classroom practice to allow students to have a better and deeper understanding of mathematics.

All teachers have a shared responsibility for the teaching of mathematics across both the core Junior College and Vocational curriculum. It is essential that all staff demonstrate high standards of numeracy at all times.

Whilst mathematics makes an important and distinctive contribution to the numeracy development of our students, we believe all teachers have a shared responsibility. We recognise the importance of developing mathematical skills across the whole curriculum - therefore, all teachers must recognise and promote the importance of numeracy in their subject as a set of transferable skills.

### Aims

#### **EKC Group Junior Colleges aim to:**

- Embed a mastery approach to teaching mathematics across all Junior colleges.
- Ensure that all teachers and support staff are adequately skilled to deliver mastery mathematics.
- Ensure staff are given opportunities collaborate and share good practice to embed the numeracy policy.
- Ensure that students see mathematics skills as important in all subject areas, and in life itself.
- Ensure that all students have a solid enough understanding of the mathematics that's been taught for them to move on to more advanced material.

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Stage of approval: Approved

Date of approval: July 2021

- Ensure that students leave college competent and confident in their mathematics skills. These skills will aid them in their chosen career paths and support them to be more successful in their lives.

### Implementation of Aims

To achieve these aims, we believe that we need to support our students to develop the following skills:

- Teachers across the EKC Group Junior College must collaborate to prioritise the underpinning concepts at each level in mathematics. Our decision is to cover these concepts in depth, so that students have a deep understanding of the concept, how it links with prior learning and how to use and apply this knowledge in several different contexts.
- Teachers (should) respond and adapt to the needs of their learners and to this purpose resources for each concept (learning episode) have been collaboratively planned to enhance lessons and to reflect the aims of our curriculum, however the teacher (needs to) makes informed decisions about which episode they should teach and how long for.
- Throughout, strategies to assess students' prior knowledge, gaps in their understanding and misconceptions are imperative. Teachers must use the diagnostics to inform their teaching, selecting the learning episodes that will cater to their students starting points and strengthen understanding, eradicating misconceptions.
- We have a Group approach to assessment and providing learning with focused feedback. Our aim is to promote independence from our students, ensuring they know how to progress, where to focus their efforts and what they need to do to achieve success.
- Whilst embedding a mastery curriculum, it is important that we teach for understanding, avoiding tricks and procedures. During our lessons and our regular collaborative meetings we aim to explore models, images and language that can reinforce and deepen understanding of the mathematics when used effectively.
- Our learning episodes have been carefully designed to follow a mastery approach and to ensure they are coherent, sequenced and build on knowledge and understanding. Questioning, diagnostic questions and exit tickets are some of the strategies embedded to ensure that teachers can respond and adapt accordingly.
- Our curriculum is ambitious, learners are challenged through opportunities to problem solve and reason. It is important that all learners are aware that they dictate

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the pace. Our assessments allow us to identify learners who have the potential to accelerate their progress and achieve their qualifications early (and progress in year) or learners who need additional support and intervention.

- Our collaborating process also understands the importance of consolidation and re-visiting concepts. Our resources including (number fitness/ 5 a day (GCSE)) ensure regular retrieval practice of prior concepts designed to help learners remember and commit these concepts to their long-term memory.

### **Roles and Responsibilities**

It is fundamentally clear that numeracy is a skill required throughout adult life, with research demonstrating that higher paid jobs are more likely to be obtained if a young person has achieved a 4 or above in English and mathematics. Therefore, numeracy is not a bolt-on extra – it should be at the very core of all of our lessons.

### **Junior College Management will:**

- Work with the Director of Inclusion and Wider Provision and Director of Maths to ensure that the Numeracy policy is reviewed annually;
- Ensure staff and students feel encouraged and supported in their efforts to raise numeracy skills;
- Ensure materials are provided for developing numeracy that are in line with the Maths Mastery approach;
- Provide training and INSET for staff on priority areas for development;
- Liaise with the Director of Maths to embed a culture of numeracy throughout the Junior College.
- Track and monitor the progress of all students across these areas, intervening and offering small group support where students have weaker numeracy skills;
- Liaise with the Head of Additional Learning Support and LSPs to ensure there is appropriate support for students with SEN re: numeracy;
- Promote the importance of independent study and exam preparation, working collaboratively with parents/carers to showcase and raise engagement of century;
- Ensure a consistent implementation of maths mastery and collaborative planning across maths teaching team, working with Head of Maths to address areas of concern and share best practice.

### **All teachers will:**

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- Play an active part in developing numeracy;
- Encourage students to see high standards of numeracy as a key to progress;
- Have high expectations of students' numeracy;
- Plan regular opportunities to develop and support numeracy through a variety of activities;
- Ensure marking and assessment responds to students' numeracy, in line with the Junior College marking and feedback policy;
- Ensure students are provided planned reflection and improvement time to develop their numeracy skills.
- Ensure that they are aware of the prior attainment data for students in their teaching groups, relating to maths/numeracy results at KS2 and check point assessment, as well as reading age and spelling age where available, and that this is reflected in their planning;
- Maintain an up to date knowledge of students with SEN re: numeracy in their teaching groups and reflect this in their lesson planning;
- Direct the work of any LSPs in lessons to support individual students where necessary and appropriate;
- Play an active role in helping to move numeracy forwards by sharing good practice.

#### **All Heads of Vocational Areas will:**

- Ensure that 'subject specific numeracy' is clearly identified in schemes of learning, and that there is obvious progression through the study programme;
- Ensure that opportunities for the development of numeracy skills are highlighted in departmental planning;
- Monitor the work of the department with regard to the inclusion of subject specific numeracy strategies in lesson planning;
- Encourage models of good practice, e.g. modelling and close collaboration between colleagues in order to promote numeracy developments;

#### **All students will:**

- Correct work with numeracy skills in mind, recognising their importance to learning and their lives.
- See numeracy skills as useful elements across the curriculum providing small achievable steps to overall improvement of grades;
- Act on feedback to improve numeracy skills;
- Take pride in improvement of key numeracy skills.

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**The Additional Learning Support Department will:**

- Ensure that all members of teaching staff are aware of students with an EHCP or Additional Learning need.
- Lead LSP to work with Head of Junior College to monitor and evaluate Learning Support numeracy interventions for student
- Specialist tutors to support teaching staff with raising awareness and knowledge of key interventions and strategies to best support numeracy of students with an EHCP or additional learning support need.

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