Blackfen School for Girls

Numeracy Policy

Headteacher: Ms C Senior
Chair of Governors: Mr W Stone

	Date	Name	Signature
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Statutory Statement

Teachers should use every relevant subject to develop students' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum. Teachers should develop students' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Students should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Students should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.
(National curriculum in England: framework for key stages 1 to 4 document- December 2014)

Rationale

Literacy and numeracy are the bedrock of a great education, unlocking the whole curriculum and turbocharging social mobility. They are the essential tools which allow children to go on to further training and employment, and to live fulfilled lives. Numeracy supports the process of Teaching & Learning across the Curriculum and is integral to all areas to:

- raise the standards of numeracy of all students
- develop the ability of all students to use numeracy skills effectively in all areas of the curriculum
- develop the numeracy skills necessary to cope confidently with the demands of further education, employment and adult life.

Outcomes

To make sure that students have sufficient opportunities to practise reasoning, explaining and problem-solving using the facts and methods they have been taught:

- to develop, maintain and improve standards in numeracy across the school;
- to ensure consistency of practice including methods, vocabulary, notation, etc.;
- to provide materials to support numeracy in other subjects
- to identify students with the necessary skills to support other students in lessons
- to indicate areas for collaboration between subjects;
- to assist the transfer of students' knowledge, skills and understanding between subjects.

Grading Achievement

A student is making the 'expected standard' are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts.
(State Funded Inspection ToolKit 5 November 2025)

Procedures

- **Consistency of Practice**
  Faculty audits are carried out in order that all staff work together and take ownership of agreed strategies.
  See *Appendix 1* which looks at the identification of dyscalculia for all subject staff
  See *Appendix 2* which looks at the practice of mathematics Staff and the practice of all other staff.
- **Areas of Collaboration:**
  See *Appendix 3* which looks at areas for collaboration.
- **Whole school approach on the use of calculators**
  See *Appendix 4* which looks at the decisions staff should take in using calculators.

- **Vocabulary**
  See *Appendix 5* which looks at the common approach to take.

- **Transfer of Skills:**
  See *Appendix 6* which looks at style of delivery.

Key roles

AHT: to liaise with Numeracy Coordinator to ensure smooth running of Numeracy initiatives
Numeracy Coordinator: to analyse and interpret data on students' performance against school expectations and other comparative data to establish if there is a raising of standards in Numeracy. Monitor of students' work by regular book/file scrutiny to ensure quality, consistency and to identify areas for improvement. Evaluate the extent of the success of the initiatives put into place to support students in non-mathematics lessons.

Other Related Documents:

National curriculum in England: complete framework for key stages 1 to 4 - for teaching from September 2016- December 2014.
Mathematics: Made to Measure – Ofsted report 22 May 2012.
Opportunity for all strong schools with great teachers for your child – Secretary of State for Education to Parliament March 2022
Coordinating mathematical success the mathematics subject report July 2023
State Funded School Inspection ToolKit 5 November 2025

Appendix 1:

All staff should be aware of the traits of Dyscalculia

Dyscalculia is a specific, lifelong learning difficulty affecting the ability to understand, process, and remember numbers, mathematical concepts, and symbols. Affecting roughly 3–6% of the population, it is a neurodiverse condition, not a measure of intelligence, and causes severe trouble with calculations, time, and money.

The typical traits are listed below:

- Difficulty understanding numbers and quantities
- Trouble with basic maths facts (like times tables)
- Struggles with mental maths
- Gets easily confused with steps in multi-step problems
- Difficulty estimating time, money, or measurements
- May mix up sequences (e.g., steps, dates, number order)
- Often finds reading clocks or managing time harder than expected
- Maths tasks can take longer and may cause anxiety

All staff should refer any concerns to the SENDCO in the usual way.

Appendix 2:

Teachers of mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other faculty areas, so that a correct and consistent approach is used.
- provide information to other staff on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups. According to Mathematics: Made to Measure – Ofsted report 22 May 2012 Children's varying pre-school experiences of mathematics mean they start school with different levels of knowledge of number and shape. For too many pupils, this gap is never overcome: their attainment at 16 years can largely be predicted by their attainment at age 11, and this can be tracked back to the knowledge and skills they have acquired by age 7.
- seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

All staff should:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

Appendix 3:

Areas of Collaboration:

- Support to be available on the variety of arithmetical techniques used by students in Key Stages 1, 2 and 3.
- There is an acceptance that students are able to tackle the same questions with a variety of methods. These approaches rely on mixing skills, ideas and facts; this is done by students drawing on their personal preferences and the particular question.

- All departments should give every encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.
- The desire for students to progress to formal algorithms and the most efficient methods will only be encouraged where appropriate and not at the expense of having only a method rather than a cohesive and full understanding.
- A booklet of basic cross-curricular Numeracy examples available on school website and on SharePoint.
- A subject-specific Numeracy Mat available in Numeracy tile in SharePoint. These were updated in 2026 in response to feedback from Faculties.
- Numeracy Challenges produced for Community Time with links to the Equality Diversity and Inclusion (EDI) themes, to help improve Numeracy and Lateral thinking skills.
- Numeracy Challenges are available in the Family Newsletter.

Appendix 4

Whole school approach on the use of calculators

In deciding when students use a calculator in lessons ensure that:

- students' first resort should be mental methods.
- students have sufficient understanding of the calculation to decide the most appropriate method: mental, pencil and paper or calculator.
- students have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures, fractions, etc.
- students have their own scientific calculator so they can become familiar with the specific differences of their model.
- students understand the four arithmetical operations and recognise which to use to solve a particular problem.
- when using a calculator, students are aware of the processes required and are able to say whether their answer is reasonable.
- students can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations).
- staff help students, where necessary, to use the correct order of operations – especially in multi-step calculations, such as (3.2 - 1.65) x (15.6 - 5.77).
- Mobile Phones must not be used as calculators.

Appendix 5

Vocabulary

The following are used as important aspects of helping students with the technical vocabulary of mathematics:

- Using a variety of words that have the same meaning e.g. add, plus, sum.
- Encouraging students to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times.
- Discussion about words that have different meanings in mathematics from everyday life e.g. take away, volume, product etc.
- Highlighting word sources e.g. quad means 4, cent means 100 so that students can use them to help remember meanings. This applies to both prefixes and suffixes to words.
- The use of keywords on the lesson flip chart.

Students should become confident that they know what a word means so that they can follow the instructions in a given question or interpret a mathematical problem. For example, a student reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in

his / her ability to answer the question. The instant recall of vocabulary and meanings can be improved through flash card activities in 'Do Now' tasks.
Students need to be able to use all the units of measurement confidently, converting between them and most importantly, having a sense of the relative size of them and visualising what a particular dimension looks like.

Appendix 6

Transfer of Skills
The Mathematics Faculty will deliver the National Curriculum knowledge, skills and understanding through the Numeracy Strategy Framework using direct interactive teaching, with a greater emphasis on problem solving across the mathematics curriculum.
They will make references to the applications of mathematics in other subject areas and give contexts to many topics. Other curriculum teams will build on this knowledge and help students to apply them in a variety of situations. Liaison between curriculum areas is vital to students being confident with this transfer of skills and the mathematics team willingly offers support to achieve this.
The transfer of skills is something that many students find difficult. It is essential to start from the basis that students realise it is the same skill that is being used; sometimes approaches in subjects differ so much that those basic connections are not made.
Cross Curricular examples enable the mathematics faculty to cover work for other subject areas at appropriate times. This can form the 'Do Now' activity where key skills are rehearsed and sharpened so that students gain more from the forthcoming application in the other subject.