



*Pobalscoil na Rosann*  
An Clochán Liath, Co. Dhún na nGall  
*The Rosses Community School*  
Dungloe, Co. Donegal

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## **NUMERACY POLICY 2012/2013**

The Rosses Community School is committed to raising the standards of Numeracy of all its students, so that they develop the ability to use Numeracy skills in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

### **Rationale**

It is important that all pupils develop the ability to apply numerical understanding and skills confidently to solve problems in a variety of curriculum contexts and to cope with practical mathematical demands of everyday life.

The focus on Numeracy skills is not just the responsibility of the Mathematics department. All subjects where pupils are expected to apply numerical skills should be taking positive steps to develop pupils' Numeracy skills and concepts and provide opportunities for them to acquire the mathematical language crucial to understanding mathematical knowledge.

The improvement of Numeracy skills raises pupils' mathematical attainment, which promotes high standards in other subjects. People with poor Numeracy skills are at a disadvantage when they try to enter full-time employment. They frequently struggle to enter full time employment and often fail to stay in employment long term.

### **Definition**

Numeracy is:

The ability to cope confidently with the mathematical demands of further education, employment and adult life. This includes The ability to cope confidently with the mathematical demands of further education, employment and adult life.

- The ability to carry out basic calculations efficiently and accurately, either mentally or with pencil and paper as appropriate.
- The ability to apply knowledge of number to both familiar and new circumstances and to use it in the solution of problems.
- The ability to understand and use units of measurement of length, mass, capacity and time.
- The ability to understand and use information presented in mathematical forms, including graphs, tables and charts



Numerate students:

- Have a sense of the size of a number and where it fits into the number system.
- Read numbers correctly from a range of meters, dials and scales
- Know basic number facts and recall them quickly and confidently
- Use what is known to work answers mentally
- Use calculators and other ICT resources appropriately and effectively to solve mathematical problems.
- Make sense of number problems, recognise the operation(s) needed and are available to work confidently with numbers
- Know when answers are reasonable and give results to an appropriate degree of accuracy
- Are able to manipulate algebraic expressions and simple formulae
- Understand and use correct mathematical notation and terminology
- Are able to explain methods, reasoning and conclusions
- Use units of measurement of length, angle, mass, capacity and time; can suggest suitable units for measuring, make sensible estimates of measurements and measure accurately using a range of instruments.
- Understand and use compound measures and rates.
- Use simple formulae and substitute numbers in them.
- Measure and estimate measurements, choosing suitable units and calculate simple perimeters, areas and volumes.
- Draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps.
- Understand the difference between the mean, median and mode and the purpose for which each is used.
- Collect data, discrete and continuous and draw, interpret and predict from graphs, diagrams, charts and tables.
- Understand probability and risk.

### **Raising Standards of Numeracy**

A whole school strategy for raising standards of numeracy involves:

- Increasing awareness of secondary teachers of the teaching strategies used in primary schools and the mathematical skills acquired by pupils.
- Identifying the Numeracy needs of different subjects.
- Providing information on appropriate expectations of particular groups.
- Increasing teacher awareness of how students are taught particular skills in mathematics lessons, so that students can be encouraged to utilise these skills in various subjects.
- Increasing teacher awareness of differences that exist, in similar topics, between mathematics and other subjects, so that these differences can be explained to pupils to aid understanding.
- Developing a consistent approach to learning and Numeracy skills in all subjects.



- Increasing the awareness of pupils of the transferability of skills, so that they can make effective use of the Numeracy they have, in a range of contexts.
- Encourage teachers to work more effectively. Increasing awareness of secondary teachers of the teaching strategies used in primary schools and the mathematical skills acquired by pupils.

It is the responsibility of the Mathematics Department to teach basic skills, but by working more effectively with other teachers in the school standards should be raised for all students.

This should mean that:

- The need for teachers of subjects other than Mathematics to teach basic Numeracy skills will be reduced.
- Achievement in those aspects of the curriculum, which involves the use of basic Numeracy skills, will be raised.
- The ability of all students to work correctly and confidently with mathematics in a variety of contexts will improve.
- Students leaving the school will be better prepared for further education and employment and able to deal more confidently with the mathematical demands of adult life.

### **Monitoring and Evaluation**

This policy and the school's efforts to improve standards of Numeracy will be monitored and evaluated by:

- A Numeracy coordinator will work with the other teaching and learning coordinators (i.e. Literacy, ITAC, Healthy life styles, Citizenship and Enterprise) and DTLs to ensure that Numeracy is addressed.
- Each representative, in the teaching and learning coordinators meeting, will report back to their learning area on the progress being made.
- The Numeracy coordinator will report back to the mathematics department on the progress being made and will provide the department with cross-curricular material to be used in Maths lessons.
- Numeracy to be put on the agenda at learning area meetings.