

This policy is intended to support the continued development of numeracy across learning in Ullapool High School.

“Being numerate helps us to function responsibly in everyday life and contribute to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.” (Building the Curriculum 4)

All teachers have a responsibility for promoting the development of numeracy. With an important emphasis upon numeracy for all young people, all subject teachers need to reflect on ways to consolidate numeracy skills throughout schooling.

We are numerate when we can utilise number skills to allow us to make informed decisions in many areas of life.

The numeracy experiences and outcomes are structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

We will develop pupils’ confidence in using numeracy skills from these organisers across the school through using life and work related contexts:

For Example

- Estimating amounts of materials required for tasks at home and at work.
- Making informed decisions based on numerical information
- Managing Money – financial planning, managing earnings, benefits and credit, managing a budget, estimating amounts in shopping situations.
- Reading timetables, calculating distances and journey times, reading maps.
- Reading / interpreting information in graphs, tables and percentages.
- Developing skills for problem solving in all areas of life

More detail can be found here: <https://education.gov.scot/Documents/numeracy-across-learning-pp.pdf>

The person with overall responsibility for Numeracy across the curriculum in Ullapool High School is the Principal Teacher of Maths. The main responsibilities are:

- Auditing and monitoring consistency of the teaching of numeracy skills
- Supporting and advising all teachers in aspects of Numeracy across Learning
- Monitoring the use of learning intentions to highlight numeracy outcomes
- Sharing in whole school planning to ensure full coverage of all experiences and outcomes
- Highlighting opportunities to gather evidence and coordinate specific assessment tasks to record pupil progress and attainment as and when required
- Provide means of sharing best practice examples

The role of all teachers (with support from SfL) includes:

- Familiarity with CfE principles and practices and the experiences and outcomes in Numeracy by participating in departmental discussions with PT Maths
- Reference as appropriate to numeracy skills in learning intentions and plenary
- Develop an understanding of Numeracy level with discussion with PT Maths
- Ensure the use of appropriate Numeracy skills in lessons using the UHS Numeracy Booklet or seeking advice
- Planning opportunities for learners to develop their Numeracy skills

The setting up and maintenance of a two way discussion with the PT Maths and departments/individual teachers is critical. As such departments should consult with PT Maths if there are any significant plans to add/alter the Numeracy content in their courses. Teachers should use the UHS Numeracy Booklet to ensure a consistent approach to number work. PT Maths should arrange to meet with departments annually to assist with an audit.

A successful Numeracy approach should see:

- A range of numeracy activities taking place across the school appropriate to age, stage and ability.
- All teachers confident in their teaching of Numeracy skills
- Examples of best practice highlighting Numeracy displayed /discussed across the school
- Classroom observations with numeracy focus through Learning Visits taking place
- Discussion between teachers, departments and PT Maths are routine
- Young people confidently utilising Numeracy skills in many different contexts

Good partnership approaches are also crucial:

- Finding ways to involve parents
- Regular discussion with ASG
- Using community provision to highlight real life Numeracy
- Liaising with the PEF funded Raising Attainment Home/School Link teacher
- Aiming to build confidence in Numeracy skills across our community