Numeracy and financial education policy

"It's not that I'm so smart, it's just that I stay with problems longer'

– Albert Einstein

Date	**July 2022**	
Review Date	**July 2023**	
Chair of Governors	**Mr K. Lewis**	_____
Headteacher	**Ms L. Morris**	_____

Aims

The Mathematics & Numeracy faculty at Ysgol Nantgwyn is one which strives for excellence in all areas of teaching, learning and experiences. This policy provides guidance on how we aim to achieve these high standards in our day-to-day practice to ensure that outcomes from the faculty are consistent and in line with school expectations. Accordingly, the development of mathematics, numeracy and financial education are not confined to the mathematics & numeracy faculty. Documentation that is referred to within this handbook will be sent out directly to staff who are teaching mathematics or numeracy and put on the shared area and the google drive. It is the responsibility of all teachers to ensure they are familiar with this documentation and use it as required.

Staffing

- Sarah Legg – Head of Faculty
- Lindsay Lawyer – Deputy Head of Faculty
- Mark Bamber – Deputy Head of Faculty
- Ian Moore - Teacher of mathematics
- Rhea Dowling – Canu dysgu teacher
- Judith Griffiths - Canu dysgu teacher
- Daniel Stanton - Caru dysgu teacher
- Lee Goodwin – Progress coach

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1. Roles and Responsibilities

- Senior Leaders: lead and give a high profile to numeracy and financial education.
- Head of faculty: lead and monitor the impact of numeracy and financial education across the curriculum.
- Maths Department: provide students with knowledge, skills and understanding they need to problem solve and comprehend mathematical concepts and prepare our students to develop a stronger understanding of basic financial concepts—that way, they can handle their money better.
- Teachers across the curriculum: contribute to students' development of numeracy with consistent approaches to problem solving and communicating numeracy. Also ensure financial literacy is embedded within their teaching to enable students to make informed and effective decisions with their finances
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of Numeracy. (Eg Bills, Shopping etc)
- Students: take increasing responsibility for recognising their own numeracy needs and making improvements.
- Governors: provide a link governor for whole school numeracy.

2. Curriculum Model

The Ysgol Nantgwyn mathematics curriculum is unlike any other. It is vital that mathematically rich activities are developed and undertaken throughout all stages of Caru and Canu Dysgu learning. It is paramount that numeracy between the faculty team and Caru/Canu Dysgu team is open, honest and that colleagues work together in developing tasks with the aim of achieving the best outcomes possible for our learners. **All supporting documentation and resources can be found in the mathematics faculty shared area and Google Drive.**

2.1 Lower School

In the Lower School, pupils develop their mathematic and numeracy skills through thematic teaching with their Canu Dysgu teacher. The following processes will take place in order to monitor and raise standards:

- All lessons are taught by the canu dysgu teachers
- Adherence to the faculty Non-Negotiables as a minimum expectation to the corresponding stage of learning.
- Homeworks given once a week canu dysgu teacher

It is the responsibility of teaching staff to ensure these are followed.

2.2 Middle School

In the Middle School, pupils develop their numeracy skills through thematic teaching with their Caru Dysgu teacher as well as Faculty-led lessons. The following processes will take place in order to monitor and raise mathematics standards in Caru Dysgu:

- 4 lessons taught by Caru dysgu teacher and 6 lessons taught by faculty teacher
- Adherence to the faculty Non-Negotiables as a minimum expectation to the corresponding stage of learning.
- Homeworks given once a week
- All work is to be uploaded onto the google classroom for pupils i

2.3 Upper School

In the Upper School, pupils develop their numeracy skills through the study of Mathematics & Numeracy with a subject-specialist teacher. The following processes will take place in order to monitor and raise standards:

- After each chapter pupils will have a low stake test, and whole class feedback given (on green paper) and master makers completed by pupils on return
- Each half-term progress will be assessed either through a standard assessment;
- Standard faculty homework to be given every week
- Adherence to the faculty non-negotiables as a minimum expectation to the corresponding stage of learning.
- All work is to be uploaded onto the google classroom for pupils in self-isolation

It is the responsibility of teaching staff to ensure these are followed.

An outline of the curriculum model and corresponding assessments will be e-mailed to all staff teaching Middle school. It is the responsibility of the teacher to ensure that the model is being adhered to and taught within the correct time frame.

3. Teaching, Learning and Experiences

Schemes of Learning will be provided for all units of work. However, it is the responsibility of the Faculty or Caru Dysgu teacher to adapt and differentiate to meet the needs and contexts of each class. The faculty overview will be e-mailed out to all staff at the start of each half-term, this will contain links to all schemes of learning. Teaching and Learning will be the core focus of faculty meetings. Data and analysis will be sent out prior to meetings and must be reviewed by all staff so that time is spent discussing TLE and progress forward. **All resources can be found in the mathematics faculty shared area and Google drive.**

All mathematics faculty lessons should adhere to the following procedures:

- Expectations for behaviour and standards of work should always be of the highest standard for all classes, in accordance with the behaviour policy;
- Classes to be welcomed at the door;
- Teacher must select the seating plan for the pupils to ensure that the environment is conducive to learning;

- Starter activity must be prepared and displayed/distributed as pupils enter the classroom;
- Insist on well-presented work – circulate and demand high expectations are carried out;
- Books should be kept in excellent condition. If graffiti is drawn on books, they must be covered during a break time or lunchtime by the pupil;
- A range of engaging, up-to-date teaching methods, topics and resources will be used across a Scheme of Learning to ensure that students receive a 'balanced diet' in their learning;
- Progress should be clearly measured through AfL strategies throughout the lesson and summative assessments at the end of each SoL;
- All pupils should contribute to the learning through discussion, presentations, full completion of all tasks, including reading aloud.

Experiences, on a simplistic level, should be built into the learning that takes place in the lessons. For example, performing, outside learning, video conferencing. However, if there is an experience that would be beneficial to the pupils but is on a larger scale or with a cost attached, please take to the Head of Faculty for consideration and planning.

4. Marking and Assessment

Books will be marked a minimum of twice during a term. Once using whole class feedback followed by a reflection lesson; once to formally assess subject progress against targets. When marking books and assessing, the following should be monitored and adhered to:

- All headings underlined with a ruler;
- All student writing with a blue or black pen;
- Diagrams in pencil and using a ruler;
- Books should have the objectives at start of each lesson;
- Evidence self and peer assessment in green pen;
- Teacher marking must be completed in red pen. Whole class feedback sheets should be used along with designated reflection time.
- Each formal assessment should be marked using the corresponding assessment sheet and time spent reviewing the progress by the pupils;
- Comments must be diagnostic and enable pupils to progress;
- Pupil teacher dialogue must be meaningful;
- The Literacy Marking Codes should be used consistently by teachers and pupils. No more than 5 errors per page;
- Data will be entered, by the stated deadlines, on SIMS;
- 'Real Time Data Capture' deadlines must be met as outlined on the calendar. All RT data will be quality assured by the Head of faculty or Deputy head of faculty;

- RT data must be entered in a pair. In middle school, the Caru Dysgu teacher must joint-enter with the mathematics teacher of the same class;
- The pathway point tracker should be amended as required on the school calendar. To achieve any given pathway point pupils must be able to independently complete over 2/3 of the skills being tested.

It is the responsibility of the teacher to seek advice or guidance from HoF or DHoF if unsure about assessment against mathematics faculty pathway points or how to award emerging, novice or master.

5. Monitoring Procedures

The monitoring of teaching and learning is key to continually driving up standards in the mathematics faculty. Monitoring will take place both formally and informally. Monitoring methods will be:

- Lesson observations;
- Dip-ins;
- Book Looks;
- Staff voice;
- Pupil voice. The outcomes of pupil voice must be actioned using 'You asked, We did' posters to be displayed on the mathematics faculty corridor;
- Parental voice;
- Data analysis. Following RT data captures, updates will be shared prior to faculty meetings and entered on an individual tracker so that staff can monitor their role in the wider picture for targets. This should be put into staff planners. This sheet will be given out individually to teaching staff.
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6. CPD Opportunities

Within the mathematics faculty, opportunities for CPD will be provided by:

- Being written into the faculty improvement plan;
- Collaborative planning;
- Use of Iris;
- Peer observations;
- Lesson observations;
- Dip-ins;
- Moderation and standardisation;
- Book Looks;
- Full support for external examiners;
- CSC support;
- Use of lead practitioner for L&T;
- Faculty and whole-school meetings.

7. Administration and Budget

All administration records, including exam entries, policies and formal observations will be recorded by the Head of Faculty. Any letters or public documentation must be quality assured by Head of Faculty or Deputy Head of Faculty. Any orders from Faculty capitation must be approved by the Head of Faculty. Individual photocopying codes will be administered but where expenditure is excessive, a temporary ban may be put on an individual account.

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.