



# The Sutton Academy

## Numeracy Policy

Status	Non-Statutory
Responsible Trustees' Committee	ALT
Date last approved by TB	Not Applicable
Responsible Person	Miss E Parker
To Review Date	July 2027
Last Amended Date	July 2025



## **Policy Statement**

Numeracy is a vital life skill that supports students in all areas of the curriculum and prepares them for everyday challenges beyond school. At The Sutton Academy, we are committed to developing confident, competent, and independent learners who can apply mathematical thinking in a range of contexts.

## **Aims**

- To ensure all students develop strong numeracy skills across the curriculum.
- To promote a consistent and coordinated approach to teaching numeracy.
- To raise the profile of numeracy and its relevance to real-life situations.
- To close the attainment gap and provide support for students with low numeracy levels.

## **Definition**

Numeracy is the proficiency of numerical manipulation and interpretation. To be numerate is to be confident using numerical methods to solve problems in everyday life.

A person with high levels of numeracy can:

- Perform basic arithmetic (addition, subtraction, multiplication, division)
- Understand and interpret data (charts, graphs, statistics)
- Estimate and measure (lengths, weights, time, money)
- Use math to solve real-life problems (e.g., budgeting, cooking, shopping)
- Understand probability and risk

## **Roles and Responsibilities**

### **Numeracy Lead:**

Ensuring that the numeracy policy is kept up to date

- Monitoring and evaluating the implementation of the numeracy policy
- Review of student data (e.g., KS2 baseline, internal assessments) to track progress.
- Supporting faculties in ensuring that numerical content is taught consistently across the curriculum
- Ensuring appropriate support is in place for students with low numeracy levels

### **Subject Leaders:**

- Ensure numeracy is embedded in their department's curriculum planning.
- Ensure that the definitions stated within the appendices are used within curriculum maps and resources for key mathematical terms.
- Ensure that the key methods stated within the appendices are used to teach mathematical concepts consistently in line with the maths department across their subject.
- Identify opportunities for students to develop numeracy skills in subject-specific contexts.

**Teaching Staff:**

- Identify and address numeracy needs in their subject area.
- Ensure that the definitions stated within the appendices are used in lessons.
- Ensure that the key methods stated within the appendices are used to teach mathematical concepts.
- Provide opportunities for students to apply numeracy skills regularly.

**Support Staff:**

- Assist in implementing numeracy interventions.
- Support students in small-group or one-on-one numeracy activities.

**Students:**

- Engage actively with numeracy tasks and challenges.
- Take responsibility for improving their numeracy skills through independent practice and participation.

**Guidance**

This policy has been created to provide information and guidelines and to improve consistency across the curriculum – it has not been created to be a prescription to teaching.

**Approaches**

In classes across the curriculum, students will have varying competence with numeracy, if members of staff are unsure or would like more information, please see the Numeracy Lead and use the appendices attached to this policy.

To ensure a consistent delivery of numeracy across the curriculum, all teaching staff – regardless of subject – should adopt shared strategies and language that reinforce students' numerical understanding. Below are key whole school approaches that staff should take:

- Use consistent mathematical vocabulary when teaching and ensure students use correct terminology in their own explanations for example expressing -4 as 'negative 4' instead of 'minus 4' and using specific types of average such as 'mean' rather than 'average'.
- Correct misconceptions gently and use mistakes as teaching points.
- Encourage students to write down all the numerical working out and not accept just the answers only.
- Encourage students to set out their calculations clearly with each line of working underneath the previous.
- Embed numeracy in real-life contexts to improve relevance (e.g. budgeting, distance/time, data from the news).
- Make cross-curricular links to show how numeracy connects subjects.
- Encourage students to use estimation to check that their answers are reasonable.

- Encourage and support students to fully explain the steps that are required to solve a numerical problem.
- Discourage students from using calculators for every calculation they must do and encourage students to use non-calculator methods where appropriate.
- Encourage students to write any appropriate units of measure they are using when answering mathematical questions.
- Use the Numeracy Guidance Booklet to ensure that consistent methods are used to teach numerical topics that are regularly taught across the curriculum.