



respect

resilience

responsibility

Numeracy Policy

Date: January 2026

Review Date: January 2027

Definition:

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

(Framework for Teaching Mathematics – Yrs 7 to 9 – DfES)

Rationale:

Numeracy contributes to and draws from many subjects and aspects of the curriculum. Pupils can be helped to appreciate the importance of numeracy in their lives by making these links explicit. For example, if it is known how numeracy is applied in other subjects and colleagues are asked to exemplify applications for use in mathematics lessons, it will be possible to provide examples and contexts which pupils know and understand. As such, numeracy becomes an essential-skill in the curriculum and also a life skill.

Woodlands Community College is committed to developing the full range of numeracy skills for all pupils through a coordinated approach involving all staff across every curriculum area. The School aims to empower pupils with the numeracy skills required for them to become confident learners and lead fulfilled lives as citizens of their local and the wider community.

Aims:

- to enhance standards in mathematics across the curriculum;
- to ensure that opportunities for numeracy are pursued in all subject areas;
- to identify in schemes of work, topics which involve the use of numerical skills;
- to enhance standards in aspects of subjects where mathematics is a major contributor;
- to enable students to transfer mathematics skills across subject areas;
- to ensure an agreed consistency of approach and progression in the teaching, use and application of numerical concepts and mathematics across the curriculum;
- to increase awareness amongst teachers of the contribution that mathematics can make to each curriculum area and vice versa;
- to help pupils appreciate the beauty, relevance and application of mathematics in the wider world;
- to enable pupils to understand and apply mathematics in the context of other subjects that they study;
- to monitor the consistency of delivery of numeracy within the classroom

Numeracy Coordinator

It is the Numeracy Coordinator's responsibility to:

- Develop and manage whole school Numeracy across the curriculum.
- Monitor and evaluate the effectiveness of numeracy across the school.
- Research current good practice in whole school numeracy development.
- Audit the implementation of the Numeracy Policy throughout the school.
- Model effective numeracy teaching.
- Liaise with subject leaders in planning the inclusion of numeracy objectives in schemes of work.
- Assist subject staff when required in the development of resources and teaching and learning strategies to raise standards of numeracy.
- Plan, arrange and lead staff meetings on numeracy as agreed with the leadership team.
- Effectively communicate relevant information to parents and leaders of learning.
- Ensure the high profile of numeracy skills throughout the school.
- Facilitate amendments to the numeracy policy in the light of evaluation and curriculum changes.

Subject Leaders

It is the responsibility of subject leaders to:

- Model good numeracy teaching in their subject area.
- Research current good practice in numeracy relevant to their subject.
- Audit numeracy practice within their department and use CPD and Performance Management to enhance staff skills.
- Utilise relevant assessment data in setting departmental targets.
- Ensure that each scheme of work has clear and appropriate numeracy objectives and promote sharing of good practice through departmental meeting time.
- Monitor the ways in which staff use these objectives to plan and deliver lessons.

Individual Teachers

It is the responsibility of all classroom teachers to:

- Model good numeracy skills in their subject area.
- Promote a positive 'can do' attitude for mathematics to all students.
- Build into lesson planning the agreed numeracy strategies of the subject area.
- Mark pupils work for numeracy according to school and departmental assessment policies.
- Monitor and reward progress in numeracy.
- Support those pupils with additional numeracy needs using a variety of differentiated approaches.

Numeracy Ninjas

To embed the importance of Numeracy within Woodlands, all Year 7, 8, 9 and 10 pupils partake in Numeracy Ninjas once a week within an allotted tutor time. Numeracy ninjas allows students to build strong, fluent and confident mental math skills through regular, short, spaced practice, using gamification (belts, rewards, certificates) and a research-based curriculum to fill gaps, boost enjoyment, and prepare them for higher-level maths. This ensures lasting retention and functional numeracy. It focuses on core calculations, times tables, and key skills with systematic revisiting to make maths accessible and pride-inducing, especially for students with learning difficulties like dyscalculia.

Core Principles of NN:

- Spaced Repetition: Questions are strategically spaced (e.g., every 3 weeks) to leverage the "spacing effect" for long-term memory retention, unlike cramming.
- Mental Fluency: Develops quick, confident recall of basic facts and strategies, freeing up cognitive load for complex problem-solving.
- Growth Mindset: Aims to change students' perception of maths by fostering pride, enjoyment, and resilience through visible progress (belts) and achievable challenges.
- Targeted Intervention: Identifies specific skill gaps (using analysis spreadsheets) and provides focused practice, including for SEND students.
- Functional Numeracy: Believes all students can become functionally numerate, equipping them for life, careers, and further study.

- Gamification: The belt system (white, black, etc.) motivates students with tangible rewards and friendly competition, making practice fun.

How It Works

- Short, Regular Tests: Students complete brief (5 min) weekly tests in tutor time, Numeracy coordinator provides the answers and the tutors mark them, getting students involved in helping others.
- Skill Mastery: Tests cover mental strategies, times tables, and key skills; scoring a perfect 30 earns a Black Belt.
- Data-Driven: Numeracy Coordinator tracks progress to identify needs, while students understand their strengths.

Tutor Time Intervention

On entry to secondary education, some students present with gaps in their numeracy knowledge or lack fluency in key mathematical concepts. These gaps may arise from differences in prior educational experiences, disrupted learning, or additional learning needs. If not addressed promptly, these gaps can widen over time, leading to reduced progress, lower attainment, and diminished confidence.

Numeracy interventions are therefore implemented to provide targeted, structured support for students who are identified as working below age-related expectations or who require additional assistance to access the curriculum. These interventions are designed to complement high-quality classroom teaching and focus on developing core numeracy skills, addressing misconceptions, and promoting mathematical confidence and resilience.

The school's approach to numeracy interventions aims to:

- Identify students requiring additional support through the use of assessment and data analysis;
- Deliver evidence-based, time-limited interventions that are appropriately targeted;
- Support inclusion by meeting the needs of disadvantaged students and those

with special educational needs and/or disabilities (SEND);

- Monitor and evaluate the impact of interventions to ensure effectiveness and inform future provision;
- Enable students to make accelerated progress and close gaps in attainment.

Through the effective use of numeracy interventions, the school seeks to raise standards, reduce barriers to learning, and ensure that all students are equipped with the numeracy skills necessary for success throughout their secondary education and beyond.

Identification, Delivery, and Review of Numeracy Interventions

Identification of Students

Students requiring numeracy intervention are identified through a range of assessment and monitoring processes. These may include baseline assessments on entry, ongoing formative and summative assessment in mathematics lessons, standardised testing, analysis of progress data, and teacher referral. Particular consideration is given to students who are working below age-related expectations, those who are not making expected progress, disadvantaged students, and students with special educational needs and/or disabilities (SEND).

Identification processes are reviewed regularly to ensure that support is responsive to students' changing needs and that intervention is provided at the earliest appropriate stage.

Delivery of Interventions

Numeracy interventions are delivered in addition to high-quality classroom teaching and are not intended to replace core mathematics lessons. Interventions are structured, time-limited, and evidence-informed, focusing on addressing specific gaps in understanding and developing fluency in key numeracy skills.

Interventions are delivered by the Numeracy Coordinator within tutor time and teaching approaches emphasise clear modelling, guided practice, opportunities for repetition, and the application of skills to real-life and cross-curricular contexts.

The content and delivery of interventions are planned to align with the school's mathematics curriculum and are adapted to meet the needs of individual learners.

Review and Evaluation

The impact of numeracy interventions is monitored and evaluated regularly to ensure they are effective and represent good use of school resources. Progress is reviewed using assessment data, work scrutiny, and feedback from staff and students.

Outcomes of interventions inform whole-school numeracy planning and contribute to ongoing improvement in teaching and learning.

Numeracy Across the Curriculum

Subject	Number and Algebra	Shape, Space and Measure	Handling data
English	Read and write numbers in figures and words		
Sociology	Use percentages eg. 50% of 20		Compare two sets of data, Understand correlation (the pattern between two sets of data), Take an accurate sample
Science	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use negative numbers eg. temperature, profit and loss, goal difference, Use a calculator for simple calculations eg. $23 \times 14 + 7$, Add and subtract decimals eg. $4.21 + 3.4$, Use simple formulae in words eg. cooking instructions, Use co-ordinates, Written addition and subtraction eg. $456 + 742$, Written multiplication and division eg. 42×13 , Add and subtract negative numbers eg. $-5 - 9$, Multiply and divide decimals eg. 3.42×2.1 , Use fractions eg. $\frac{1}{2}$ of 100, Approximate numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20, Use ratio or proportion eg. sharing equipment, food recipes, Add and subtract fractions, Multiply and divide fractions, Use a calculator for complex calculations eg. $323 - \sqrt{87}$, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	Name 2D and 3D shapes eg. Rectangle, cube, sphere, Use metric units eg. kg, cm, litres, Use time or timetables, Draw 2-D shapes in different orientations eg. birds-eye view, Read scales eg. maps, recipes, music scale, Find perimeters and areas of shapes, Use symmetry eg. reflection, Use or measure angles eg. 360 degrees, half turn, rotations, pivoting, Convert one metric unit to another eg. cm to m, Know rough metric/imperial equivalence eg. lb to kg, Create scale drawings eg. maps, nets, designs, Understand the importance of accuracy of measurements eg. decorating, measuring, banking	Record facts or results in lists or table, Draw bar graphs, Use tally charts, Draw axes for graphs, Draw line graphs, Find the mean (average) of a set of numbers, Compare two sets of data, Draw scatter diagrams, Understand correlation (the pattern between two sets of data), Use two-way tables, Specify and test hypotheses using appropriate methods and take account of variability and bias, Take an accurate sample

Music	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use negative numbers eg. temperature, profit and loss, goal difference, Use simple formulae in words eg. cooking instructions, Use co-ordinates, Use fractions eg. $\frac{1}{2}$ of 100, Approximate numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20, Use ratio or proportion eg. sharing equipment, food recipes, Add and subtract fractions, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	Name 2D and 3D shapes eg. Rectangle, cube, sphere, Use time or timetables, Read scales eg. maps, recipes, music scale, Understand the importance of accuracy of measurements eg. decorating, measuring, banking	Record facts or results in lists or table, Draw bar graphs, Draw line graphs, Specify and test hypotheses using appropriate methods and take account of variability and bias, Take an accurate sample
History	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use fractions eg. $\frac{1}{2}$ of 100, Approximate numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20, The above come up a lot with regards to years/decades/centuries. E.g. students need to know that 1924 was 100 years ago and might do this in their heads. We also have lots of facts to remember for example "Ancoats in Manchester made 32% of the world's cotton". They don't have to work out what that 32% was but they need to understand a percentage	Use time or timetables, Read scales eg. maps, recipes, music scale	Understand correlation (the pattern between two sets of data)

	as a concept if that makes sense, same with fractions. Lots of numbers come up too in terms of money.		
Geography	Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use negative numbers eg. temperature, profit and loss, goal difference, Use a calculator for simple calculations eg. $23 \times 14 + 7$, Use co-ordinates, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	Use metric units eg. kg, cm, litres, Read scales eg. maps, recipes, music scale	Record facts or results in lists or table, Draw bar graphs, Draw pictograms (A graph with pictures to show quantity), Use tally charts, Draw axes for graphs, Draw line graphs, Find the mean (average) of a set of numbers, Compare two sets of data, Draw scatter diagrams, Understand correlation (the pattern between two sets of data), Use two-way tables, Specify and test hypotheses using appropriate methods and take account of variability and bias, Take an accurate sample, Central Modes of Tendencies such as Mode, Range, Mean, Medium and Interquartile range
Mathematics	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use negative numbers eg. temperature, profit and loss, goal difference, Use a calculator for simple calculations eg. $23 \times 14 + 7$, Add and subtract decimals eg. $4.21 + 3.4$, Use simple formulae in words eg. cooking instructions, Use co-ordinates, Written addition and subtraction eg. $456 + 742$, Written multiplication and division eg. 42×13 , Add and subtract negative numbers eg. $-5 - 9$, Multiply and divide decimals eg. 3.42×2.1 , Use fractions eg. $\frac{1}{2}$ of 100, Approximate	Name 2D and 3D shapes eg. Rectangle, cube, sphere, Use metric units eg. kg, cm, litres, Use time or timetables, Draw 2-D shapes in different orientations eg. birds-eye view, Read scales eg. maps, recipes, music scale, Find perimeters and areas of shapes, Use symmetry eg. reflection, Use or measure angles eg. 360 degrees, half turn, rotations, pivoting, Convert one metric unit to another eg. cm to m, Know rough metric/imperial equivalence eg. lb to kg, Create scale drawings eg. maps, nets, designs, Understand the importance of accuracy of measurements eg. decorating, measuring, banking	Record facts or results in lists or table, Draw bar graphs, Draw pictograms (A graph with pictures to show quantity), Use tally charts, Draw axes for graphs, Draw line graphs, Find the mean (average) of a set of numbers, Compare two sets of data, Draw scatter diagrams, Understand correlation (the pattern between two sets of data), Use two-way tables, Specify and test hypotheses using appropriate methods and take account of variability and bias, Take an accurate sample

	numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20, Use ratio or proportion eg. sharing equipment, food recipes, Add and subtract fractions, Multiply and divide fractions, Use a calculator for complex calculations eg. $323 - \sqrt{87}$, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs		
Performing Arts/Drama	Approximate numbers eg. measurements, time, distances, dates	Use time or timetables, Use symmetry eg. reflection	Record facts or results in lists or table
English	Read and write numbers in figures and words, Approximate numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20		
Religion, Philosophy & Ethics	Read and write numbers in figures and words, Use decimal notation eg. money, Use fractions eg. $\frac{1}{2}$ of 100, Use percentages eg. 50% of 20, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	Read scales eg. maps, recipes, music scale	Record facts or results in lists or table, Understand correlation (the pattern between two sets of data)
Psychology	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Use fractions eg. $\frac{1}{2}$ of 100, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs		Draw bar graphs, Draw axes for graphs, Draw line graphs, Find the mean (average) of a set of numbers, Draw scatter diagrams, Understand correlation (the pattern between two sets of data), Specify and test hypotheses using appropriate methods and take account of variability and bias
MFL	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	Use time or timetables	

Computing	Use decimal notation eg. money, Use simple formulae in words eg. cooking instructions, Use co-ordinates, Year 7 use formula to work out calculations in spreadsheets	Draw 2-D shapes in different orientations eg. birds-eye view, Use or measure angles eg. 360 degrees, half turn, rotations, pivoting, Year 8 use this for python programming (what I have ticked)	Record facts or results in lists or table, Draw bar graphs, Draw axes for graphs, Draw line graphs
ART	Approximate numbers eg. measurements, time, distances, dates, Use ratio or proportion eg. sharing equipment, food recipes	Name 2D and 3D shapes eg. Rectangle, cube, sphere, Use symmetry eg. reflection, Create scale drawings eg. maps, nets, designs, proportion	
Business	Use decimal notation eg. money, Use negative numbers eg. temperature, profit and loss, goal difference, Use a calculator for simple calculations eg. $23 \times 14 + 7$, Add and subtract decimals eg. $4.21 + 3.4$, Use simple formulae in words eg. cooking instructions, Multiply and divide decimals eg. 3.42×2.1 , Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs		Draw line graphs
Food	Read and write numbers in figures and words, Round numbers to the nearest 10 or 100, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use simple formulae in words eg. cooking instructions, Use fractions eg. $\frac{1}{2}$ of 100, Approximate numbers eg. measurements, time, distances, dates, Use percentages eg. 50% of 20, Use ratio or proportion eg. sharing equipment, food recipes	Use metric units eg. kg, cm, litres, Use time or timetables, Read scales eg. maps, recipes, music scale, Know rough metric/imperial equivalence eg. lb to kg, Understand the importance of accuracy of measurements eg. decorating, measuring, banking, Oven Conversions - gas to electric etc	Compare two sets of data, Understand correlation (the pattern between two sets of data), Complete and use star profiles when doing taste testing
Design Technology	Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use decimal notation eg. money, Use a calculator for simple	Name 2D and 3D shapes eg. Rectangle, cube, sphere, Use metric units eg. kg, cm, litres, Use time or timetables, Draw 2-D	Record facts or results in lists or table, Draw bar graphs, Draw line graphs, Compare two sets of data

	calculations eg. $23 \times 14 + 7$, Use simple formulae in words eg. cooking instructions, Use percentages eg. 50% of 20, Use ratio or proportion eg. sharing equipment, food recipes, Use a calculator for complex calculations eg. $323 - \sqrt{87}$, Draw graphs modelling real life eg. speed, distance, time, acceleration, phone tariffs	shapes in different orientations eg. birds-eye view, Read scales eg. maps, recipes, music scale, Find perimeters and areas of shapes, Use or measure angles eg. 360 degrees, half turn, rotations, pivoting, Convert one metric unit to another eg. cm to m, Create scale drawings eg. maps, nets, designs, Understand the importance of accuracy of measurements eg. decorating, measuring, banking	
PE	Read and write numbers in figures and words, Mental addition, subtraction, multiplication and division eg. $54 + 8$, $72 \div 9$, Use negative numbers eg. temperature, profit and loss, goal difference, Use a calculator for simple calculations eg. $23 \times 14 + 7$, Use ratio or proportion eg. sharing equipment, food recipes	Use metric units eg. kg, cm, litres, Use time or timetables, Use symmetry eg. reflection, Create scale drawings eg. maps, nets, designs	Compare two sets of data, Understand correlation (the pattern between two sets of data)

Role of departments:

All departments will ensure that the aspects of mathematics are clearly signposted in their schemes of work. In addition, the role of the mathematics department is important:

- in using subject-specific examples for teaching and learning activities;
- in liaison with other departments;
- in training other staff in the use of flexible methods of calculation;
- by agreeing terminology and conventions;
- giving information as to when numeracy aspects are covered in mathematics.

Good liaison should help to ensure that all staff use common approaches that mirror those used in mathematics lessons. Approaches to calculations should be the same in all subjects. All teachers will need to know about:

- the use of mental and informal written methods, especially with lower attaining pupils;
- how and when calculators should be used.

Monitoring:

The effectiveness of this policy, as a working document, must be evaluated over time.
Suitable success criteria might be:

1. More teachers are aware of developments in mathematics and numeracy.
2. Awareness levels of teachers are raised about the use of mathematics in their own subject(s).
3. Confidence levels of teachers are raised to deal with mathematics in their own subject(s).
4. More teachers plan effectively for mathematics in their own subject(s).
5. Increased liaison between mathematics department and other departments about strategies for teaching mathematics, times when mathematical topics are taught and subject-specific examples for use in mathematics lessons.
6. A higher proportion of pupils like mathematics.
7. Confidence levels of pupils are raised when using mathematics in mathematics lessons and in other subjects.
8. A higher proportion of pupils are aware of the mathematics used in other subjects.
9. A higher proportion of pupils are aware of the usefulness of mathematics in other subjects.