

# Numeracy strategy

2018-2019

## Intent

At Walton, the development of Numeracy skills for all our students is of paramount importance.

Walton's curriculum is underpinned with developing students' skills in numeracy.

All teachers are teachers of numeracy. As such, the staff of Walton are committed to developing numeracy skills in all of our students, in the belief that it will support their learning, raise standards across the curriculum and prepare students for life after school.

### Our intent is to:

- Promote students' knowledge of and facility with numbers, including application, to cope with the cognitive demands of subjects
- Develop logical thinking through numeracy in order to solve a wide range of problems
- Improve numeracy in order to have an impact on students' self esteem, motivation and behaviour, allowing them to learn independently.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective numeracy development and wider achievement across the school

## Implementation

We quantify the development of all students' progress in their numeracy through a robust programme of assessment, intervention and data analysis. A baseline measure when students join the academy will inform intervention and planning with progress and development mapped against further assessment points throughout the year, alongside monitoring and evaluation procedures.

Students joining Walton complete a GL baseline assessment that helps identify learners in need of specific numeracy intervention. As a consequence, small group of students regularly meet with a TA for numeracy intervention sessions based on programme such as the Intervention manager in Pixl and Numeracy Ninja.

Students in Years 7-13 at Walton are given a variety of opportunities to improve their numeracy. Each Mathematics lesson starts with 5-10 minutes of Numeracy Ninja ensuring students have the time to practise their skills. Key Stage 5 students, including Core Maths students, have the opportunity to help support students in Maths. This impacts their communication skills in speaking to peers in a professional manner.

### Students with Particular Literacy Needs

Whilst all students benefit from a consistent, coherent and comprehensive approach to numeracy, some groups of students will require specific attention and targeted support. These might include most able students, those with specific learning difficulties and EAL students. Students are assessed by analysing their performance through the use of Key Stage 2 results and GL assessment. Following this, students may be invited to intervention sessions with subject specified teaching assessments usually on a 6-10 week programme to help improve their numeracy in this time.

## Impact

### **2017-2018**

- 100% of Year 7,8 and 9 engaged in a Numeracy Ninja programme
- 62% of the year 7 students who benefited from TA led intervention sessions showed tangible evidence (supported by assessment) of improvement in their numeracy
- Students demonstrated improved problem solving and analytical skills, structure reasoning and confidence across many subjects in the academy, particularly those linked to mental strategies and times-tables
- A significant increase in the number of students involved in co- curricular Maths clubs and activities
- Student Voice identified that students felt more confident in applying their numeracy skills to other subjects.