

Numeracy Policy 2026 - 27

Aim

At Thornleigh Salesian College, we believe that secure numeracy is essential for students to access the curriculum, achieve well and prepare confidently for the challenges of everyday life beyond school.

Numeracy is a whole school responsibility. Maths lessons provide the principal curriculum through which mathematical knowledge and techniques are explicitly taught by subject specialists. Other subjects provide important contexts in which students apply, practise and deepen this knowledge, helping them to recognise its relevance within different disciplines and the world around them.

Our approach therefore aims to ensure that students:

- Develop secure mathematical foundations.
- Transfer mathematical knowledge confidently between subjects and contexts.
- Encounter consistent mathematical language, notation and methods.
- Reason with and interpret numerical information rather than simply perform calculations.
- Develop confidence and resilience when working with mathematics.
- Receive prompt, targeted support when gaps in foundational mathematical knowledge prevent them from accessing the curriculum.

This policy establishes a small number of consistent and sustainable whole school practices. It does not require every lesson or subject to contain an artificial numeracy activity.

Definition of numeracy

For the purposes of this policy, numeracy is the ability to use mathematical knowledge and reasoning confidently, accurately and appropriately in different contexts.

A numerate student is increasingly able to:

- calculate accurately using the four operations (addition, subtraction, multiplication and division)
- understand and interpret numerical information, including tables, charts, graphs and statistics
- estimate, measure and work confidently with quantities such as length, mass, time and money
- apply mathematics to subject-specific and real-life problems
- understand ideas involving probability, risk and uncertainty
- select an appropriate method or tool and judge whether an answer is reasonable.

Securing Foundational Knowledge

Secure foundational mathematical knowledge is essential if students are to be sufficiently numerate in order to access the wider curriculum. Particular attention will be given to:

- number sense and place value
- key number facts
- addition, subtraction, multiplication and division
- positive and negative numbers
- fractions, decimals and percentages
- ratio and proportional reasoning
- measurement and units
- estimation and rounding
- calculator fluency
- interpretation of tables, scales, graphs and numerical information.

Where students struggle, assessment should identify the specific barrier or knowledge that is insecure.

Identifying gaps

For students entering Year 7, the Maths Department will use KS2 information, including question-level analysis where available, alongside a Year 7 baseline assessment and teacher judgement. This will identify both individual gaps and areas of weakness across the cohort, informing Year 7 Maths curriculum sequencing, retrieval and practice where appropriate.

Across other year groups, Maths assessments, question level analysis, teacher judgement and short diagnostic assessments may be used to identify specific gaps.

Our approach to closing gaps:

1. identify the specific knowledge that is insecure
2. teach or practice
3. check
4. apply independently
5. review

Whole-school numeracy expectations

Where number work is relevant to the learning taking place within a lesson, teachers will reinforce five common habits:

1. **Use precise mathematical language:** Use accurate terminology, symbols and notation and avoid unnecessary differences in language between subjects.
2. **Make mathematical thinking visible:** Encourage students to show working and explain their reasoning where appropriate.
3. **Estimate, calculate and check:** Develop the habit of considering whether an answer is sensible.
4. **Use units and representations accurately:** Reinforce accurate use of units, scales, tables, charts, graphs and other representations of data.
5. **Select an appropriate method or tool:** Develop students' ability to choose appropriately between mental calculation, written methods, estimation, calculators, formulae and other representations.

Numeracy across the curriculum

Numeracy should be developed through genuine opportunities within subjects rather than through unrelated numeracy activities. Examples may include:

- measurement, formulae, proportionality and data in Science
- coordinates, geometry angles and transformations in Computer Science
- scale, statistics and graphs in Geography
- statistical evidence in Humanities
- percentage change and financial calculations in Business
- measurement, accuracy and scaling in Design Technology
- weighing, conversions and recipe scaling in Food Technology
- averages, distances, timing and performance data in PE.

Departments should help students to recognise when they are applying mathematical knowledge learned previously. Where appropriate, teachers should make the connection explicit: "You have already met this concept in Maths; this is how we use it in our subject."

Consistent methods, language and curriculum sequencing

Students should not experience unnecessary differences in mathematical terminology, notation or methods between subjects. Consistency will be developed through professional dialogue and curriculum collaboration.

Each Subject Leader will identify approximately 3 - 5 significant mathematical skills or concepts within their curriculum. The Subject Leader will then meet with the Head of Maths or designated Numeracy Lead to establish:

- how the concept is taught in Maths
- the terminology, notation and methods students encounter
- when it is taught within the Maths curriculum
- likely misconceptions
- whether the subject requires it before Maths teaches it
- whether the subject uses the mathematical concept in a legitimately different way

The outcome should be reflected within the department's existing curriculum plans and teaching resources rather than through additional documentation.

This process should establish whether a mathematical skill is:

1. already taught in Maths – teachers should retrieve and apply the same approach and language within their lessons.
2. taught later in Maths - teachers should agree sequencing or appropriate scaffolding to be used to introduce a concept.
3. not taught explicitly in Maths - the relevant subject teaches the necessary procedural and disciplinary knowledge.

The purpose is consistency and curriculum coherence for all numerical content across the school.

Targeted numeracy support

Support will be matched to identified needs.

1. Targeted fluency intervention

Where students understand a concept but lack fluency, confidence or automaticity, short, structured intervention may focus on number fluency, fractions/decimals/percentages, ratio and proportion, units and estimation, or calculator fluency. The Maths HLTA or other appropriately trained staff may deliver these programmes using Maths Department approved resources.

2. Peer tutoring

Structured peer tutoring may provide additional retrieval and practice of previously taught mathematical knowledge. The initial model will include selected students supporting younger students. Peer tutoring is to be used primarily for consolidation, practice and developing fluency, not as a substitute for specialist teaching.

3. Year 11

Year 11 intervention will predominantly be adult and specialist-led, informed by assessment and question level analysis. This may include HLTA intervention, small-group support and Period 6 Maths provision. Students will be selected according to identified need rather than simply an overall current attainment grade.

4. HLTA Support

The Maths Specialist HLTA will be deployed where assessment identifies a genuine gap in foundational mathematical knowledge or understanding that requires more than additional practice of an already understood method.

This may include students who:

- do not securely understand an underlying mathematical concept
- have significant gaps in prerequisite knowledge
- show persistent misconceptions despite normal classroom teaching and practice
- require additional modelling, explanation and guided practice before they can work independently.

Where a student understands the concept but principally requires additional repetition, fluency or confidence, support may instead be provided through classroom practice, structured peer tutoring or other short interventions.

HLTA intervention will therefore be diagnostic and targeted, with a clearly identified starting point, planned teaching sequence and review of whether the identified gap has closed.

SEND and Disadvantaged students

Secure classroom teaching is the first line of intervention for all students, including students with SEND and disadvantaged students.

Teachers should use appropriate whole class and adaptive strategies to reduce barriers to numeracy before additional intervention is considered. These may include:

- visual models and representations to make abstract concepts more concrete
- worked examples that make each stage of a mathematical process explicit
- carefully sequenced scaffolding, gradually removed as students become more secure
- explicit teaching of mathematical vocabulary, symbols and notation
- retrieval and overlearning of important foundational knowledge
- breaking complex calculations or problems into manageable steps
- checking prerequisite knowledge before introducing new concepts
- additional guided practice before a student works independently
- reduced unnecessary cognitive load, for example through uncluttered resources and clear presentation.
- appropriate use of calculators or other supportive tools where these improve access rather than replace understanding.
- additional processing and practice time where this is appropriate.
- frequent checking for understanding and responsive feedback to identify misconceptions early.

Additional targeted intervention should be introduced where assessment indicates that a student has a specific and persistent gap in foundational mathematical knowledge or understanding that is not being resolved sufficiently through high-quality classroom provision.

Mathematical confidence and resilience

We want students to recognise that mathematical competence develops through effective teaching, practice and perseverance. Staff should encourage students to attempt unfamiliar problems, persevere when answers are not immediate, see errors as useful information, develop confidence in selecting strategies and recognise the relevance of numeracy to subjects, careers and everyday life.

Staff should avoid reinforcing negative mathematical identities through comments suggesting that mathematical ability is fixed.

Working with parents and carers

Parents and carers play an important role in supporting positive attitudes towards numeracy. Where appropriate, the school will provide accessible guidance and resources to support homework and revision, foundational numeracy, calculator use and understanding of approaches used in school. Communication with families should reinforce the message that mathematical confidence and competence can improve.

Roles and responsibilities

Role	Responsibilities
SLT Numeracy Lead	Oversee implementation of the policy; coordinate work across curriculum areas; support the development of intervention and peer tutoring; monitor implementation and impact.

Head of Maths / Designated Numeracy Lead	Provide mathematical expertise; analyse Year 7 KS2 and baseline information; identify implications for Maths curriculum planning; support diagnostic assessment and intervention; meet with relevant Subject Leaders to align methods, terminology and sequencing; develop or approve intervention and peer-tutoring resources.
Subject Leaders	Identify approximately 3 - 5 significant mathematical demands within their curriculum; work with Maths leaders to ensure consistency of teaching where appropriate; address significant curriculum sequencing issues; ensure subject-specific mathematical applications are taught effectively.
Teaching Staff	Reinforce agreed mathematical language and methods where relevant; apply the five whole-school numeracy expectations; identify where insecure numeracy is becoming a barrier to learning and communicate this to subject leaders; promote confidence and high expectations.
Maths HLTA / Support Staff	Deliver agreed targeted numeracy interventions using Maths department approved resources; monitor student progress; identify students who may need further support; support in class intervention through providing additional explanation, modelling and guided practice; monitor progress and persistent misconceptions; feed back to the Head of Maths / Numeracy Lead during intervention blocks.
SENDCo / Inclusion team	Work with the Head of Maths / Numeracy Lead where students with SEND have identified foundational numeracy gaps; advise on appropriate adaptations and access strategies; ensure numeracy intervention complements existing SEND provision; support evaluation of whether students with SEND are making progress towards greater independence.
Sixth Form / Pastoral Leads	Support the recruitment, organisation and monitoring of peer tutors where appropriate; help ensure tutoring is reliable, well attended and appropriately supervised.

Monitoring and evaluation

The success of the policy will be judged by what students know and can do, rather than by the number of numeracy activities taking place. We will evaluate:

- whether identified foundational gaps reduce over time.
- whether Year 7 curriculum planning responds to diagnostic information.
- the progress of students receiving targeted intervention.
- whether students transfer mathematical knowledge between subjects.
- whether mathematical language and approaches become increasingly consistent.
- the impact of peer tutoring and HLTA intervention.
- student confidence and Maths outcomes over time.

Existing curriculum and quality assurance processes will be used wherever possible. There is no requirement for a numeracy activity in every lesson, separate numeracy lesson plans, a separate numeracy marking system, an exhaustive departmental numeracy audit or a separate whole school numeracy handbook.