

Belfast Model School for Girls

Achievement for All



Agreed by Board of Governors: Jan 2007

To be reviewed: Jan 2010

Rationale

Numeracy is more than just knowing about numbers and number operations. It also involves the ability and inclination to solve problems.

Numeracy skills are essential in today's world of information and communication technology. Success in adult life depends as much upon numeracy skills as literacy because communication is as much about numbers and symbols as it is about letters.

Numeracy matters to everyone in a rapidly changing world where the key to employment is the possession of high quality literacy and numeracy skills.

The foundation of numeracy education should be provided by the mathematics department. It's development and improvement however needs a whole school approach. Every pupil is entitled to have access to numeracy beyond basic computational skills.

Purposes

The teaching of numeracy within the Girls' Model School should enable pupils to develop numeracy skills and be able to use them with confidence in dealing with other subject disciplines within the school and the practical demands of everyday life.

Pupils should be able to interpret and analyse information presented in a variety of ways for instance, in graphs, charts or tables.

Guidelines

- The school has been part of the NI Numeracy Strategy. The areas we have addressed and are continuing to develop are:
 - (i) numeracy across the curriculum
 - (ii) mental Mathematics
 - (iii) raising standards in Mathematics at GCSE
- All pupils are assessed on entry to the school and regularly throughout their school life.
- Assistance is given in the ESU to those pupils identified as needing help.
- All departments have completed a mapping exercise in numeracy and from this have identified areas of concern within their schemes of work. Each department has developed appropriate strategies and Heads of Departments meet annually with the Numeracy Co-ordinator.
- Improvement in numeracy is at present evaluated by Mathematics examination results at GCSE. These are compared to MIDYIS and YELLIS baseline indicators.

These policy Guidelines are translated into action through other policies and procedures, for example:

Teaching and Learning Policy

Policy for Entry into Post 16 Courses

Literacy Policy

Assessment and Reporting Policies

Examinations Policy

Special Needs Policy