



Ashfield Girls' High School



“Each different. Each talented. All valued.”

Numeracy Policy

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Executive Summary

The aim of Ashfield Girls' High School is to provide each student with an education that meets their individual needs and prepares them for life beyond school. In seeking to fulfil this aim, the school endeavours to increase the ability for every pupil to access the curriculum and to provide them with positive experiences of education that respond to individual needs.

The Numeracy Policy outlines the overall aim of 'making numbers count' for all pupils by maintaining a coherent, consistent and collaborative approach to all that we do pertaining to numeracy development at Ashfield Girls' High School.

The Numeracy Policy outlines procedures relating to:

- The promotion of numeracy across the school.
- The development of consistent, cross-curricular numeracy skills and
- The implementation of individual numeracy support interventions.

The roles and responsibilities relating to the Numeracy Policy and the implementation of the policy are clarified.

The process for monitoring, evaluation and review are stated.

Policy Aims

The policy aims to:

- Promote the *acquisition, development, and confident use of numeracy skills* across the curriculum.
- Provide *clarity to all school stakeholders* on the procedures, interventions, strategies, and effective use of data in relation to numeracy.
- *Promote consistency* in the strategies used to develop numeracy skills across the school.
- *Provide the framework of support available* to all pupils, parents, and staff in the development of numeracy skills.
- *Identify the roles and responsibilities of all school stakeholders in the development of numeracy* in Ashfield Girls' High School.



Legislation and Guidance

The mission statement of Ashfield Girls' High School is 'challenging women today; creating woman of value for the future.' This supports the vision of the Department of Education which is 'to ensure that every learner fulfils her or his full potential at each stage of their development.' (DENI 2010).

In their policy document '*Count, Read: Succeed – A strategy to Improve Outcomes in Literacy and Numeracy*' the Department of Education state that 'numeracy is at the very heart of the revised curriculum' (DENI 2010) and so numeracy must be a central element of any school's delivery of the revised curriculum.

Further guidance on the implementation of the revised curriculum is outlined in the '*Every School a Good School*' policy document (ESAGS).

The characteristics of a successful school:

- Child-centred Provision
- High quality teaching and learning
- Effective leadership
- A school connected its local community

Subsequently in order to meet the aims of the Department of Education as highlighted in the referenced policy documents, numeracy must be a central element of pupil learning, underpinned by a numeracy policy which reflects the aims of the school development plan.

This numeracy policy aims to detail how Ashfield Girls' High School have embedded numeracy as a central aspect of school-life and how we are working to satisfy the aims laid out in *Count, Read: Succeed* and implemented them successfully under the headings of ESAGS.

Linked Policies

Teaching, Learning and Assessment Policy

Effective Use of Data Policy

Literacy Policy

SEN Policy

Related Documents

Count, Read: Succeed A strategy to improve outcomes in literacy and numeracy
<https://www.education-ni.gov.uk/sites/default/files/publications/de/count-read-succeed-a-strategy-to-improve-outcomes-in-literacy-and-numeracy.pdf>

Every School a Good School A Policy for School Improvement <https://www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf>

The Inspection and Self-Evaluation Framework (ISEF)
https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-questions-for-post-primary_1.pdf



Policy and Procedure

The policy and procedures for Numeracy in Ashfield Girls' High School can be characterised under the following headings:

- Promotion of Numeracy
- Cross Curricular Provision
- Numeracy Support Interventions

Promotion of Numeracy

The promotion of Numeracy is paramount to the pupil perception and development of numeracy skills across the school. It is the responsibility of all staff to positively promote numeracy with pupils, under the direction of the numeracy coordinator, Senior Leadership Team, Vice Principal and Principal.

A number of sustainable programmes, events and strategies have been embedded into the life of Ashfield Girls' High School to enable us to positively promote numeracy across the curriculum.

The following strategies have been established in Ashfield Girls' High School to positively promote numeracy skills:

- **Mathematics lessons** – In Mathematics regular emphasis is put on transferrable numeracy skills through weekly numeracy drills, contextualised mathematical learning, and intentional promotion of links to other subjects.
- **Video strategy bank** – This digital resource (detailed fully under *Cross Curricular Provision*) provides pupils, parents, and staff with a video bank of numeracy strategies that can be readily applied across the curriculum. This resource is available through the MS Teams platform and the school website.
- **Form-time programme** – This numeracy programme is embedded in the form-time on a weekly basis and serves as a regular point of promotion of the numeracy used most commonly across the curriculum.

Key Stage 3

Pupils in Years 8-10 participate in the 'Numeracy Ninja' form-time programme. In this programme pupils complete a short numeracy activity which assesses their ability to use fundamental and transferrable mathematical operations. These activities are then assessed and monitored using the bespoke 'Ninja' system outlined in the programme's resources.

The Numeracy coordinator provides the relevant resources to form tutors who then facilitate this programme once a week during form-time.

This initiative aims to give pupils the opportunity for regular practice of their all-important numeracy skills, track their individual progress and engage with numeracy in a fun, competitive way.



Key Stage 4

In Years 11-12 pupils participate in the 'Numeracy: Five-A-Day' programme. This short numeracy programme asks pupils five numeracy questions as retrieval practice and is then assessed for feedback. Similar to Key Stage 3, the Five-A-Day programme is delivered during form-time and gives pupils the opportunity to develop the numeracy skills they will encounter regularly across the curriculum.

The Numeracy coordinator provides the resources to form tutors who then delivers the programme.

- **Numeracy Focus events** – These are events that run throughout the school year that positively promote numeracy with our students in an interactive and enjoyable context. These include events such as Ashfield Does Countdown, International Pi Day, Numeracy Focus Week and Celebration Assemblies.
- **Assemblies** – Assemblies with a focus on numeracy are delivered to all pupils in Ashfield Girls' High School each year. These assemblies provide another opportunity to positively promote the importance of numeracy skills not only in school but in everyday life. These assemblies also remind pupils of all the various initiatives and interventions active in school so that they can see the value placed on numeracy by the school and feel supported in their learning.
- **Parent Support Events** – In 2023 Ashfield Girls' High School will run their first 'Numeracy Home' parental support event for new Year 8 students and their parents. This event (hosted by the Principal and Numeracy Coordinator) will act as a point of information, support, and training for parents in order for them to feel equipped and empowered to support their daughter's numeracy development from home. This yearly event will be an opportunity for parents to become familiar with the policy procedures and interventions active in Ashfield Girls' High School as well as promote the value and importance of numeracy skills to their daughter.
- **Primary School links** – The numeracy coordinator is currently working to establish stronger links with feeder primary schools in an attempt to share data, information, strategies and to establish a transition package that is mutually beneficial to all stakeholders. It is hope that by 2024 regular contact and distribution of a transition package will be established between Ashfield Girls' High School and a number of local primary schools.
- **Social Media** – Any relevant events, initiatives and interventions established in Ashfield Girls' High School are promoted to a wider audience through the use of the school's active social media platforms (in line with the school's social media policy/guidelines).



Cross Curricular Provision

In order to develop numeracy skills across the curriculum, a number of initiatives are currently embedded in the teaching and learning of Ashfield Girls' High School.

Initiatives currently embedded:

Numeracy Audits

In order to analyse and inform whole school numeracy development and planning, the numeracy coordinator will complete a whole school 'numeracy audit' once every three years.

The numeracy audit will aim to gather feedback and information relating to the aims detailed in the numeracy policy (as seen on page 3). Quantitative and qualitative data about each department's numeracy provision will be gathered, along with sample schemes of work and evidence of pupil work.

The findings of any numeracy audit will be used to identify the extent and quality of numeracy provision across all departments in Ashfield Girls' High School. Following the answers and feedback provided by staff in the audit, the Numeracy Coordinator will identify the strengths in numeracy provision and any areas for further development. The analysis and appropriate actions will then inform the whole school numeracy action plan and will also be communicated to all staff, enabling them to review the provision at department and classroom level. Additionally, the findings of any audit will help to identify any appropriate teacher professional learning or training to be undertaken with the wider staff team.

Numeracy Video Bank

Following the completion of a numeracy audit in 2021 the numeracy coordinator was able to identify the most common numeracy skills delivered across the range of subjects offered in Ashfield Girls' High School. Subsequently it was discussed with the Numeracy School Improvement Team that a bank of 'numeracy strategies' should be established in order to provide consistency and clarity for pupils, parents, and staff. It was concluded that the most effective method of achieving this consistency was through the creation of a numeracy video bank.

The Numeracy video bank is a collection of recorded videos which demonstrate the numeracy strategies recommended by the numeracy coordinator and Mathematics department in all the areas of numeracy identified through the audit. These videos are intended predominantly for pupil use (through MS teams) but are also available for parents (through the school website) to support their children at home and to staff to ensure consistency in the pedagogy used across the school.

A sample of the numeracy video bank was first shared with staff in October 2022 for feedback and thereafter with pupils in May 2023 and is subject to review following further feedback.



The following numeracy skills and their strategies are discussed in the video bank:

- Addition
- Subtraction
- Multiplication
- Division
- Order of Operations
- Negative Numbers
- Money Matters
- Fractions, Decimals and Percentages
- Calculating percentages
- Time
- Rounding and Approximation
- Metric Units
- Drawing and Interpreting Statistical Diagrams

The numeracy video bank is considered a 'working' digital resource which will be maintained and updated on a yearly basis by the numeracy coordinator.

Numeracy Support Interventions

In Ashfield Girls' High School there are numerous initiatives and interventions currently in place to effectively develop numeracy skills in our pupils. These initiatives have been commissioned by the Numeracy Coordinator in partnership with the Numeracy School Improvement Team and with the oversight of the senior leadership team.

Each of the initiatives/ interventions detailed below aim to address the aim of '*promoting the acquisition, development, and confident use of numeracy skills across the curriculum.*'

The Learning Support Programme

The Learning Support programme provides pupils in Ashfield Girls' High School with one-to-one or small group support with the Learning Support Assistant (LSA) on a weekly basis.

This support aims to help pupils who have difficulties with numeracy to grow in competence and confidence through a structured teaching programme in which the LSA reinforces the key foundational concepts of Mathematics pupils need across the curriculum and in everyday life.

This programme operates out of the Learning Support Base in school. This space is a welcoming learning environment in which pupils can learn in formal and informal ways. This space is fully resourced, fit for purpose and a comfortable space for our students.

Catch-Up Numeracy

The content of the numeracy support programme is adapted to suit each pupils' individual needs and delivered using the '**Catch-Up Numeracy**' intervention programme piloted in Winter 2022. This programme uses a series of baseline assessments to identify each pupil's individual strengths and areas for development in Numeracy. The LSA then provides tailored teaching activities and resources to help pupils make progress in these specific areas.

The attained skills and relevant 'Numeracy Age' of each pupil is monitored closely in order to effectively evaluate the progress made throughout their time on the programme.

The LSA shares this data with the Numeracy coordinator who in turn shares the data with the Head of Mathematics, Numeracy School Improvement Team, Senior Leadership Team, Vice-Principal and Principal.

This data is then used to review pupil progress and contributes towards future planning and interventions.

Criteria for Learning Support Programme

A number of criteria are applied when identifying pupils who would benefit from participation on the Learning Support Programme. This criteria is informed by relevant pupil data which is collected, collated, and analysed by the numeracy coordinator.

When identifying pupils for Learning Support the numeracy coordinator will:

- Use pupils most up to date *PTM scores* (following PTM testing in years 8-10).
- Use *Pupil Attitude to Self and School (PASS)* data provided by the pastoral team.
- Identify any *Special Educational Needs* (primarily in relation to Mathematics and numeracy).
- Analyse any recent *standardised assessment scores* provided by teachers.
- Request *comments from Mathematics teachers* about pupils' progress during lessons.
- Examine *attendance data* with the support of the pastoral team.
- Identify any *other interventions programme* in which pupils currently participate.

Thereafter the coordinator will also consider:

- Any specific request for support made by the Special Educational Needs coordinator.
- Requests for numeracy support made by Heads of Progress.
- Concerns raised through form tutors.
- Requests for numeracy support made by parents.
- Concerns raised by the Mathematics department.

As the learning support programme can only support a maximum number of pupils, the following specific criteria will initially be applied:

- PTM scores **below 85**
- PASS data which demonstrates the need for intervention/positive attitude to learning.
- Standardised assessment **scores below 30%**.
- Pupils with **attendance of 90% and above**.
- Qualitative data provided by Mathematics teachers (e.g., progress comments).
- Pupils not receiving support through any other interventions.
- Pupils in need of both literacy and numeracy interventions.

This criterion has been set and agreed by the numeracy coordinator, Senior Leadership Team, Vice Principal and Principal and are subject to regular review. A visual representation of the



criteria for the learning support programme is detailed in Appendix 1 and a flow chart to demonstrate how pupils are selected is available in Appendix 2.

Appendix 3 provides guidance to Non-Teaching staff, class teachers, Heads Of Progress, Assistant Heads Of Progress and parents on the protocol for requesting numeracy support for a pupil. This should be followed by all staff in the interest of fairness and consistency.

Maths-Mates Peer Support Programme

The Maths-Mates peer-support programme was piloted in Ashfield Girls' High School in Autumn 2022. This programme aims to:

- Identify and support year 8 pupils who have difficulties with Numeracy.
- Provide regular, informal opportunities for students to strength foundational numeracy skills through peer support.
- Utilise sixth form students as peers and mentors to younger students.
- Encourage sixth form students to contribute to school-life.
- Build strong school relationships across year groups

Through this programme the numeracy coordinator identifies pupils who would benefit from support with numeracy and pairs them with a sixth form student who acts as a numeracy mentor. This programme aims specifically to target pupils whose PTM report highlights that they have achieved a score which is 'lower than' or 'much lower than' expected suggesting the fundamental mathematical knowledge is in place but the pupil(s) lacks confidence or would benefit from further consolidation of their learning.

The following guidelines are followed when selecting students to participate in the Maths-Mates peer support programme:

The Year 8 pupil:

- Most recent PTM profile examined i.e., Score, Stanine and Progress category
- PASS data examined (attitude to learning)
- Teacher data and comments
- Attendance figures
- Any special educational needs
- Participation in any other interventions

The sixth form pupil:

- Achieved a C or above in GCSE Mathematics
- Positive attendance figures
- Positive contributor to school life
- Good attitude to school and learning
- Appointed as or desire to be appointed as prefect/senior prefect.
- Ability to manage personal workload.
- Participation in any other peer support programmes e.g., Paired Reading

Appendix 4 details a visual representation of the process of selecting students to participate in the Maths-Maths peer support programme.



Mathematics Club

The new Mathematics club was established by the Head of Mathematics in Ashfield Girls' High School in September 2022. This extended schools club provides a supportive space for students to come to consolidate their in-class learning, prepare for upcoming standardised assessments, avail of the support of teachers and grow in confidence in the use of their numeracy skills.

The Mathematics club is open to all students in Ashfield Girls' and operates on a weekly basis on Monday afternoons from 3.20-4.20pm. This club is run by the Head of the Mathematics with assistance from other staff in the department.

All pupils (particularly those having difficulties with numeracy) are encouraged to attend Mathematics Club.

Mathematical club is included on the list of extended school provision which is shared with and displayed in school for pupils.

Roles and Responsibilities

Detailed below are the roles and responsibilities attributed to all school stakeholders. These roles and responsibilities exist to provide clarity and accountability and to ensure the aims of relevant legislation are met across the school.

These roles and responsibilities have been set and agreed with staff, the numeracy coordinator, numeracy team, senior leadership team, vice-principal, and principal.

The Board of Governors will:

- Ratify, monitor, and review the aims and direction as set out in the numeracy policy.

The Principal and Vice-Principal will:

- Contribute to the monitoring and review of the numeracy provision outlined in the policy.
- Provide support to the numeracy coordinator in the development of numeracy provision across the school.
- Provide opportunities for whole staff training in relation to numeracy provision.
- Aid the numeracy coordinator in the establishment of the Numeracy Action Plan in line with the aims of the school development plan.
- Lead by example in the promotion, development, and use of numeracy skills across the school.

The Numeracy Coordinator will:

- Provide clear leadership, guidance, and direction for the delivery of Numeracy across the curriculum.



- Support Heads of Department in the embedding of numeracy skills in schemes of work, resources, and planning.
- Inform the SEND team of pupils being selected for individual support.
- Contribute to the target setting process on the pupils' PLP, to include review as appropriate.
- Provide relevant training to staff on the effective delivery of numeracy across the school.
- Oversee the delivery of the learning support programme for numeracy in partnership with the Learning Support Assistant (LSA).
- Carry out curriculum audits for numeracy every 3 years.
- Provide relevant and fit for purpose resources to aid pupils, parents and staff in the development of numeracy skills.
- Oversee the acquisition and analysis of Progress Tests in Mathematics (PTM) data for all key stage 3 pupils.
- Disseminate analysis of relevant data to all teaching staff e.g., PTM profiling, audit responses and data relevant to the Learning Support Assistant (LSA).
- Lead and coordinate the school improvement team for numeracy.

The Head of Mathematics will:

- Support the numeracy coordinator in the development of numeracy across the school.
- Lead the Mathematics department in identifying pupils to be supported through the learning support programme using any relevant data.
- Contribute to the agreed pedagogy to be promoted and shared with all staff in order to help develop consistency in numeracy.

The Learning Support Assistant will:

- Under the direction of the numeracy coordinator, plan, deliver and evaluate the numeracy support programme
- Provided one-to-one/small group support to pupils identified by the numeracy coordinator and Mathematics department.
- Liaise with the numeracy coordinator on the day to day running of the numeracy support programme.
- Provide feedback to the numeracy coordinator on the progress of the numeracy support programme.



- Undergo any training of professional development as identified by the numeracy coordinator.

The Special Education Needs Coordinator will:

- Provide support, advice and guidance on any reasonable adjustments required for pupils on the Special Educational Needs and Disability register in relation to numeracy.
- Share any information in relation to legislation, training or intervention programmes available to pupils on the Special Educational Needs and Disability register that would have a direct impact on the development of numeracy skills.

The Numeracy School Improvement Team will:

- Attend and contribute to any scheduled School Improvement Team meetings chaired by the Numeracy Coordinator.
- Support the numeracy coordinator in the planning, implementation and review of the numeracy policy, provision and interventions.
- Provide feedback to the numeracy coordinator of the development of numeracy across the school (through meetings, audits, self-evaluation and action planning).

Teachers will:

- Promote the development of numeracy skills in their subject through planning, teaching, learning and assessment.
- Support the numeracy coordinator in embedding whole school numeracy initiatives and interventions.
- Provide constructive feedback on the provision and leadership of numeracy through regular numeracy audits.
- Contribute towards a consistent approach to the delivery of numeracy provision, following the guidance provided by the numeracy coordinator and Mathematics department.
- Liaise with the numeracy coordinator on any feedback, concerns or aspirations in relation to the provision of numeracy across the school.

Parents will:

- Promote the importance and development of numeracy skills with their children at home.



- Support pupils in the development of numeracy skills as recommended by the numeracy coordinator and Mathematics department e.g., Engagement with the interactive 'MathsPad' programme.
- Encourage pupils to engage positively with the numeracy related opportunities available in school e.g., Maths Club
- Seek support from the numeracy coordinator and wider Mathematics department when required.

Pupils will:

- Recognise the importance of numeracy and approach all numeracy related learning with a positive attitude.
- Take ownership of their own learning in relation to numeracy, using the supporting resources and programmes provided within school.
- Seek the support of the numeracy coordinator and wider Mathematics department when required.



Consultation

The Numeracy policy was first sent for consultation with staff in June 2023, ratified with the Board of Governors in August 2023 and published in September 2023.

This policy represents the unanimous aims and support of the staff in Ashfield Girls' High School. Any amendments to the policy will be discussed and thereafter presented following review of the policy in June 2024.

Communication

A copy of the school numeracy policy is available on the school website at <https://www.ashfieldgirls.org/>

Electronic and physical copies of the numeracy policy are available to staff in staff resources, on Microsoft Teams and in the school office.

Monitoring and Review of Policy

Policy to be reviewed in June 2024 and thereafter on a bi-annual basis. Any suggested amendments to the policy will be discussed with staff, the numeracy coordinator, VP and Principal and ratified by the Board of Governors.

Appendix 1 – Learning Support Criteria: Relevant Pupil Data

Pupil data to be examined when identifying pupils to participate in Learning Support Programme



Quantitative Data

Pupils' most recent **PTM score** identified as less than 85.

Pupils' percentage attendance 90% or above. *(Some consideration will be given to students whose academic capabilities are impacting on their attendance, where possible).*

Pupils' standardised assessment data demonstrates difficulties with numeracy [predominately scores below 30%].



Qualitative Data

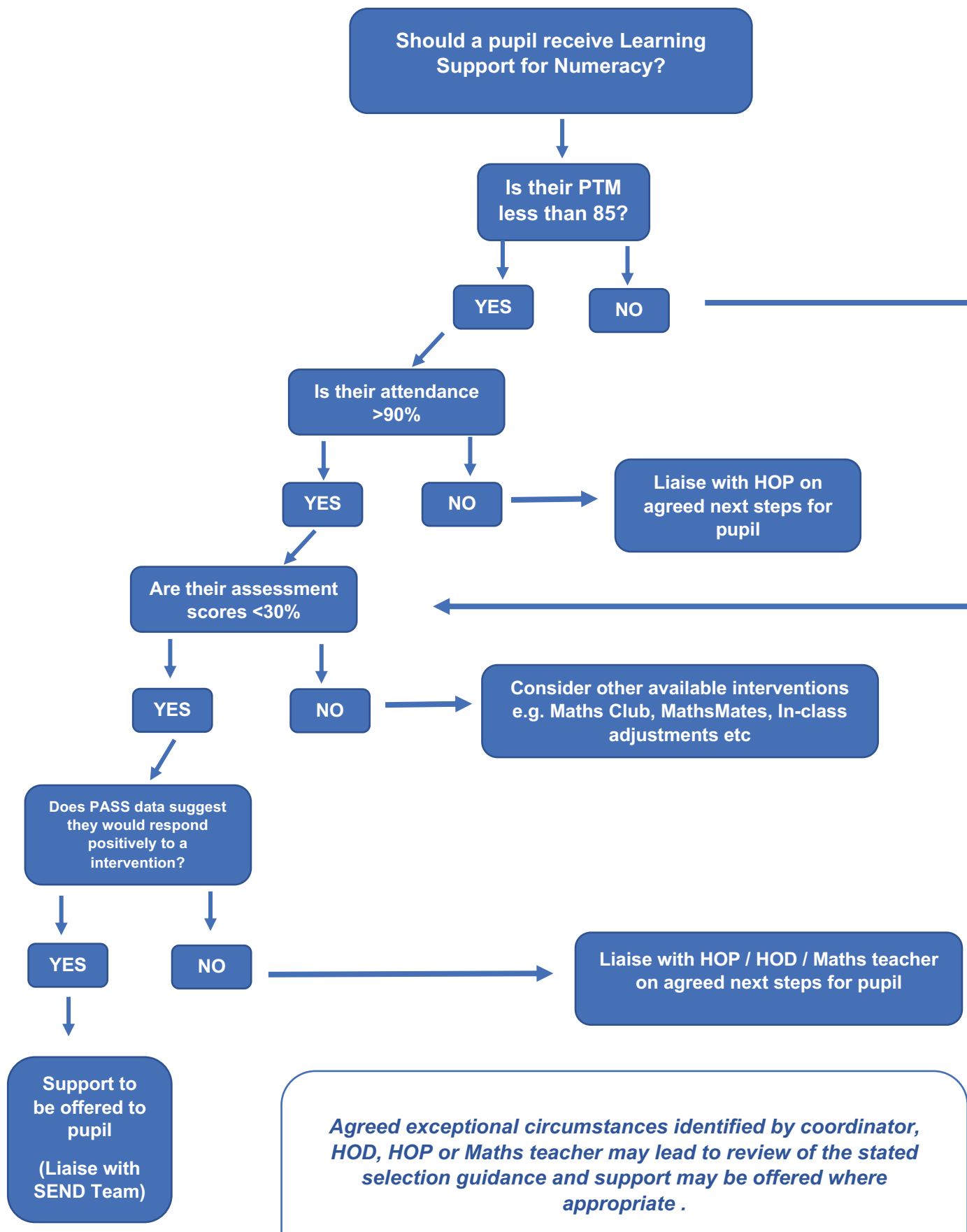
PASS Data examined [priority will be given to pupils whose PASS data suggests pupils may struggle academically but have a positive attitude towards school].

Identify if pupil is/isn't on the **special educational needs** [SEN] register, the nature of their needs and how they should be met.

Subject specific comments provided by Maths teachers on pupil progress (along with comments about attitude/ work ethic).

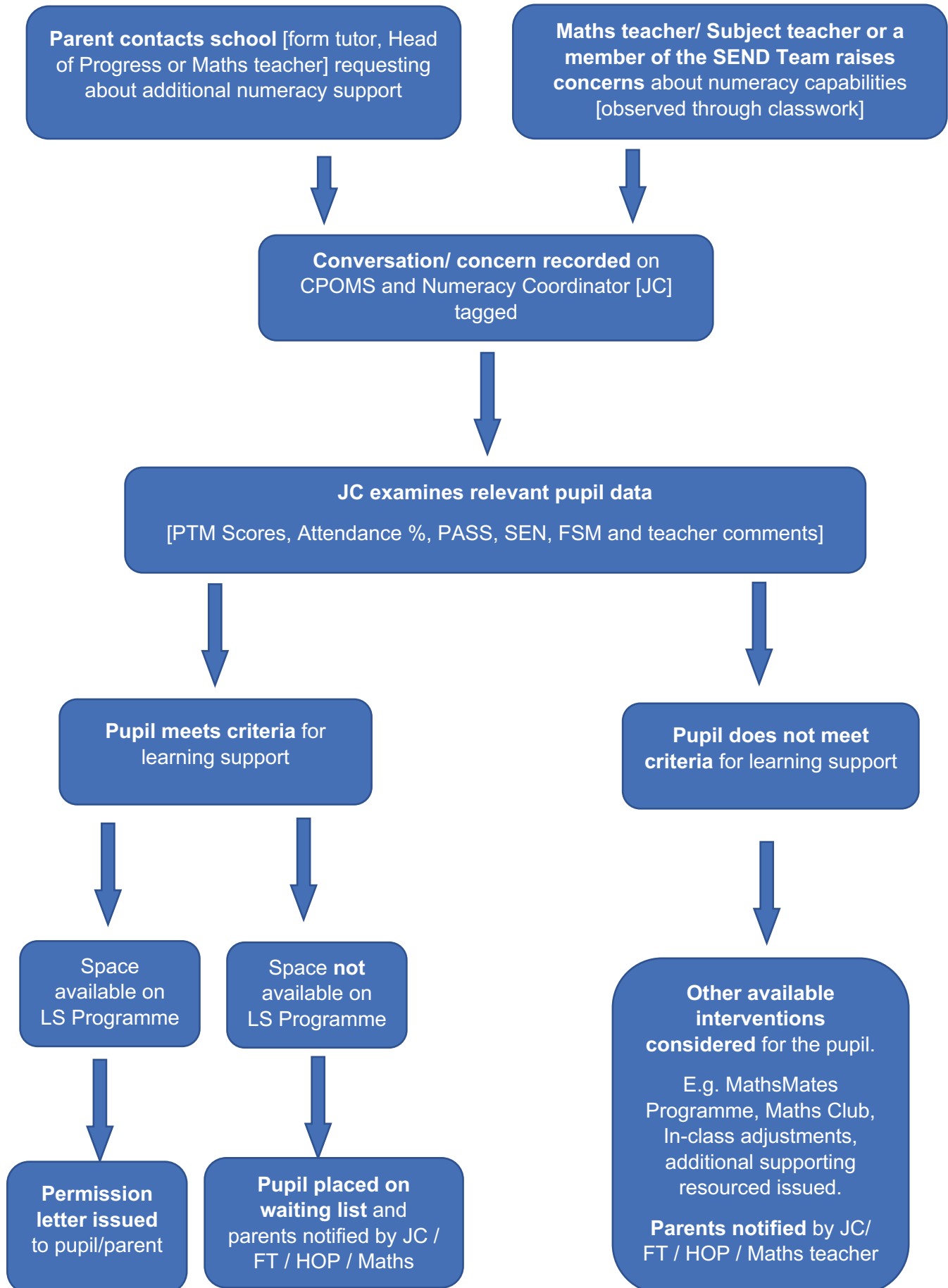
Agreed additional data/information deemed relevant by the numeracy coordinator, HOD, HOP or Maths teacher may be considered in addition to the data named above, where appropriate .

Appendix 2 – Selection Guidance for Learning Support Programme

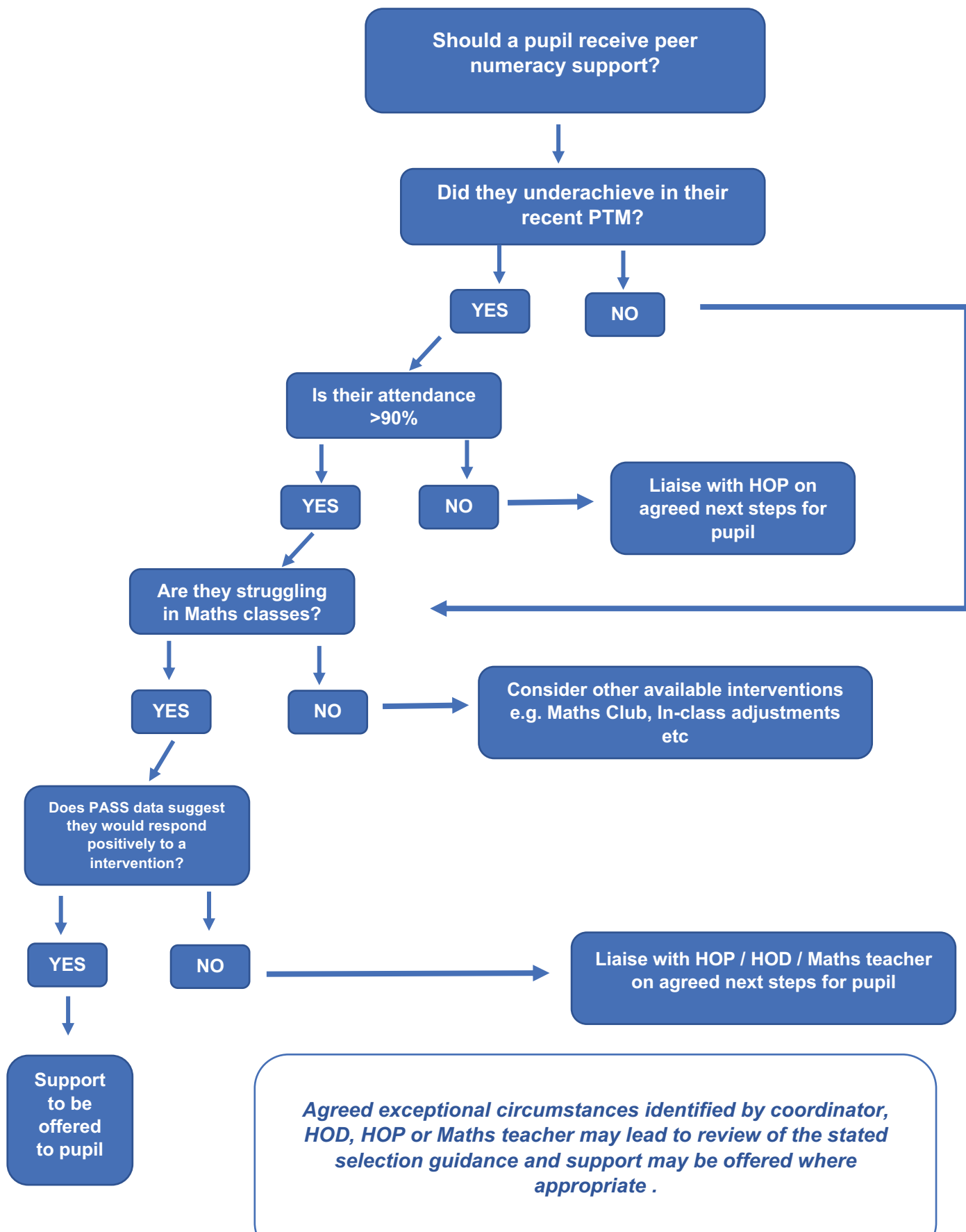




Appendix 3 – Protocol for Referral to Learning Support Programme



Appendix 4 – Selection Guidance for MathsMates Support Programme









Challenging girls today; creating women of value in the future



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