



**Holmer Green Senior
School**

Numeracy Policy

April 2026

Numeracy is a fundamental life skill that enables young people to understand and work confidently with numbers, measures, and data. It involves applying mathematical knowledge in a range of contexts, interpreting and presenting information effectively, and solving problems using logical reasoning. All students need to be numerate in order to participate fully in society and to access future education, employment, and everyday life.

Purpose:

The aim of the numeracy policy is:

- Raise standards of students' proficiency and confidence in numeracy.
- Promote consistent and effective numeracy strategies across the school.
- Support staff in embedding numeracy within their subject areas.
- Strengthen students' ability to transfer mathematical knowledge, skills, and understanding between subjects.

Aims and Objectives:

At Holmer Green Senior School we aim to:

- Ensure all staff share a common understanding of numeracy and its importance.
- Enable students to achieve a level of numeracy appropriate for the demands of modern society.
- Support students in understanding the mathematical processes they use and applying them independently in unfamiliar situations.
- Recognise that students may use a variety of valid methods to solve problems and encourage flexibility in approach.
- Promote the use of correct mathematical vocabulary, notation, and conventions.
- Encourage students to think deeply, reason mathematically, and adopt an enquiring mindset.
- Ensure all teachers take responsibility for contributing to the development and evaluation of numeracy within their subject.
- Develop confident, numerate learners who can tackle mathematical problems across all subject areas.

Teaching and Learning

Teachers across all subjects should encourage students to:

- Use appropriate and accurate methods of calculation.
- Estimate answers before calculating and use strategies to check results afterwards.
- Apply correct units of measurement and convert between them where necessary.
- Engage in questioning that promotes understanding and reasoning.
- Explore misconceptions and understand the causes of incorrect answers.
- Use diagrams, graphs, and number lines appropriately to support understanding.
 - For example, in History, equally spaced number lines should be used to represent chronological timelines.

We recognise that not every lesson will naturally include numeracy. However, departments are encouraged to identify and build meaningful numeracy opportunities into their curriculum planning where appropriate.

Monitoring and Evaluation

The Head of Department or Second in Charge of Mathematics will monitor numeracy provision through learning walks and review of curriculum documentation.

- Where appropriate, staff will be offered continuing professional development to strengthen numeracy teaching across the school.
- The Mathematics department will monitor the Scheme of Work to ensure students receive the correct allocation of numeracy teaching hours in the early years of secondary school and that numeracy remains embedded in later years.
- All departments will identify opportunities to develop numeracy skills within their Curriculum Plans and ensure these are implemented effectively.

Approved at Governors: April 2026

To be reviewed: April 2028