



# THE ROYAL BALLET SCHOOL

## **Cross-Curricular Numeracy Policy**

The use of numeracy across the curriculum offers students an invaluable opportunity to apply their mathematical skills to real life situations. Some of the best opportunities to use mathematics are in the contexts of other subjects.

### **Aims**

Our whole school aims are as follows:

- To develop and maintain standards in numeracy across the curriculum
- To enable students to acquire and develop mathematical language, skills, knowledge and understanding within their individual capabilities
- To develop logical thinkers who become secure in numeracy through an understanding of the nature of number, space, relationships and patterns
- To assist the transfer of pupils' knowledge, skills and understanding between subjects
- To equip students with strategies to enable them to apply mathematics to real and unfamiliar situations beyond the classroom

Thus students will be able to:

- describe, explain and justify their quantitative thinking
- handle data skilfully and with confidence
- accurately construct graphs and use metric measurements

and this will enable them to:

- cope with the mathematical demands of daily life
- use numeracy skills more effectively in all areas of the curriculum
- have a greater likelihood of achieving economic well-being in their daily lives

### **Objectives**

- To build on the skills acquired through the KS2 Numeracy Hour and develop them effectively
- To involve all staff in helping pupils to improve and apply their numeracy skills
- To ensure that all pupils develop an appropriate mathematical vocabulary
- For Mathematics to be one of the five A\*–C GCSE grades, as specified in the Outcomes Framework



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### **Implementation**

Teachers of Mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects
- provide information to other subject teachers on appropriate expectations of students and the difficulties likely to be experienced in various age and ability groups
- through liaison with other teachers, ensure that students have appropriate numeracy skills by the time they are needed for work in other areas
- work with the SENCO to identify specific mathematical targets and numeracy IEPs for pupils, where appropriate

Teachers of subjects other than Mathematics should:

- ensure that relevant mathematics is used throughout the curriculum as opportunities occur
- ensure that they are familiar with correct mathematical language, notation and techniques relating to their own subject and encourage students to use these correctly (see Appendix 1)
- create a positive approach to mathematics and numeracy in all areas of the curriculum
- be aware of the wide variation in mathematical knowledge and understanding in pupils of the same age, but strive to enable all pupils to reach a level of competency
- be aware of the difficulty students have in transferring skills taught in mathematics lessons to other areas of the curriculum

### **Monitoring and Evaluation**

The numeracy skills of pupils should be monitored and evaluated as follows:

- Regular assessment, review and moderation of pupils' work
- Analysis of MidYIS, GCSE results and other standardised tests

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19/06/09

*This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.*