



Numeracy Policy - Whole College

Associate Assistant Principal (Director of Pedagogy & Practice)

Lead Teacher

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Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

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Section 1

Numeracy Intent

“Life-long Numeracy and Learning”

Our whole college ‘Curriculum Intent’ is to raise the achievements and aspirations of all learners through the delivery of a highly personalised, broad, ambitious and inclusive curriculum that ensures all students are numerate. Numeracy skills (number, shape, space and measure, data) and mathematical thinking are an essential and integral part of students’ learning in all subjects, and as such, all teachers are teachers of numeracy.

Numeracy is a basic life skill, and without it, individuals will struggle in school and beyond. Adults with low numeracy skills are twice as likely to be unemployed – and therefore, it is imperative that at Minsthorpe Community College, we ensure that we have a numeracy policy which allows students to have the skills and confidence needed to succeed.

Through a co-ordinated development programme of ‘numeracy across the curriculum’, we work towards empowering our students to become motivated, committed and successful learners.

Being Numerate

Within Minsthorpe Community College, being numerate is having the skills, confidence and logical thinking to reason with numbers and apply them in a range of contexts and problems that prepares students for life beyond school.



Section 2

Aims of the policy

- To raise the profile of numeracy across the curriculum as a whole college shared responsibility.
- To improve the numeracy skills of all students in order to raise standards of achievement across the curriculum.
- To disseminate best practice through common approaches to numeracy used within our Lead Numeracy Departments, as well as providing support for disciplinary numeracy, where applicable.

Section 3

Numeracy Priorities 2025-2028

Three-Year Plan:

1. Continue to work with Lead Numeracy Departments (Science, Geography and Technology) to ensure core numeracy skills are highlighted and taught to a high standard in the classroom. To facilitate collaboration sessions within these departments in order to support all students' numeracy skills.
2. To raise the profile of numeracy through regular meetings with members of the LND in order to maximise opportunities and use common approaches to support numeracy skills in the classroom.
3. To raise the profile of numeracy through celebrating key dates in the calendar with whole school events, through the P&A curriculum and numeracy activities across the curriculum.
4. Continue to improve and adapt the personalised support curriculum for our lowest attaining students to ensure all students have equitable access to numeracy.
5. Embed the use of manipulatives within Maths lessons to support numerical concepts with students of all abilities.



Section 4

Numeracy Implementation

The implementation of the numeracy strategy is outlined in three strands: core numeracy skills across the curriculum, common approaches to support numeracy skills, and raising the profile of numeracy across the college.

1. Core numeracy skills

Mathematics is a fundamental subject and therefore many curriculum areas across the college teach aspects of numeracy. Where appropriate; we promote consistent methods across Curriculum Teams as well as disciplinary, subject specific numeracy skills.

Our Aims:

1. Address the core numeracy skills which are most commonly used in the LND through collaborative workshops and sharing of resources.
2. Personalised training for Lead Numeracy Departments to support in the implementation of consistent methods and disciplinary, subject specific numeracy skills.
3. Regular meetings and workshops with representatives of the LNDs to raise the profile of numeracy across the college and enable students to make connections and improve their numeracy skills through their application in a variety of contexts.
4. Students with low levels of numerical skill will access the support curriculum where they are taught core numeracy skills with functional applications.
5. Student Support delivers personalised interventions for a small number of students who need extra support with their basic numeracy skills.
6. Embedding the use of manipulatives in the maths' curriculum with students of all abilities across Key Stages 3, 4 and 5. CPD opportunities are provided to improve the quality of teaching using these resources in lessons across the department.



2. Common approaches to numeracy

In order to improve students' core numeracy skills across college, students, where appropriate, are taught common approaches to numeracy to support their understanding of key mathematical concepts. Therefore, the knowledge and understanding of these common approaches needs to be of a high standard. Teaching staff across college are provided with regular CPD opportunities to support this.

Our current Lead Numeracy Departments are: Maths, Science, Geography and Technology

CPD is delivered by Lead Teachers from within the LNDs and the Subject Lead Practitioner for Maths as well as bespoke sessions from Curriculum Areas when focusing on disciplinary, subject specific numeracy skills.

Our Aims:

1. Regular CPD opportunities to discuss core numeracy skills within the Geography and Science curriculum to plan and share resources on key topics.
2. Share cross-curricular GCSE/A-level exam questions within the LND and highlight the similarities and differences in exam criteria to GCSE students in lessons.
3. Provide bespoke CPD within Curriculum Areas to address disciplinary, subject specific skills.
4. Promote common approaches to mathematics through signposting the Maths' knowledge organiser to all teaching staff.



3. Raise the profile of numeracy across the curriculum

As we recognise the importance of being numerate and the life skills numeracy provides our students with, opportunities to raise the profile of numeracy across the curriculum are vital. This includes adopting a positive attitude to numeracy across the college and all staff being ambassadors of numeracy.

Our Aims:

1. Ensure numeracy is high profile and adopt positive attitudes to numeracy throughout the school.
2. Through the P&A curriculum, provide students with opportunities to solve mathematical problems requiring them to apply core numeracy skills to find a solution.
3. P&A mentors and Maths teachers are to ensure all students are completing the mathematics content in the knowledge organisers and the completion of Sparx home learning.
4. Implement whole college activities to celebrate key dates in the Mathematics calendar such as World Statistics Day, National Pi Day, World Maths Day.

Section 5

Impact: Monitoring, Review and Evaluate

At Minsthorpe, we are committed to embedding numeracy across the curriculum and monitoring its impact in a cohesive, whole-college approach. High-quality teaching of core numeracy skills will be evident in all subject areas, supported by consistent strategies and shared language developed through collaboration with Lead Numeracy Departments.

Our Quality Assurance (QA) processes including deep dives, walkabout, student voice, and work scrutiny will be used to evaluate how numeracy is taught, applied, and understood across the College. This includes assessing how students make connections between subjects and how confident they are in using numeracy in different contexts.

Targeted support for specific student groups will be tracked through regular assessment of foundational skills, with the aim of improving confidence and securing key qualifications such as GCSE Maths. However, our focus extends beyond individual outcomes. We aim to raise the profile of numeracy for all students, ensuring it is seen as a vital skill for academic success and life beyond Minsthorpe. Furthermore, we aim to increase the number of students studying further maths and/or A-Level feeding through to careers in Maths and STEM.



By monitoring numeracy holistically through curriculum planning, classroom practice and student outcomes, we will ensure that numeracy is not just a subject responsibility but a shared priority. When all staff model and reinforce numeracy, and when its impact is regularly reviewed across departments, we create a culture where every student can thrive.

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
New Policy June 2025	Summer 2028	Associate Assistant Principal (Director of Pedagogy and Practice)

