Numeracy Strategy 2025-2026

Numeracy has a vital role in enabling and sustaining cultural, social, economic, and technological advances.
Improved numeracy skills lead to more aspirational jobs, greater well-being and enable our students to live life to the full.

Students' numeracy skills (the ability to effectively talk, listen, read, and communicate numerically) are key to educational progress, social integration and personal development.
Numeracy skills are fundamental life skills: interpreting data, charts, and diagrams; solving problems based on logical thinking and reasoning; understanding and explaining solutions.
All staff have the privilege of supporting students' progress in numeracy and in equipping them with the necessary language, knowledge, understanding and skills.

Part A: Our aims in developing Numeracy across the Academy

Intent	Implementation	Impact
1. Numerical Fluency Ensure that all students achieve mastery in Numerical Fluency skills in all areas of the curriculum.	**In the Maths Department** • Teachers maximise the Sparx platform's times tables features to support students' learning, enhancing engagement and involving families in the process. • Teachers carefully plan retrieval practice on high-impact mathematical areas, such as directed numbers, to strengthen students' understanding and recall. **In All Departments** • Teachers thoughtfully plan retrieval practice for high-impact numerical concepts where relevant (e.g. conversions in Science, chronology or data analysis in Humanities) to reinforce students' numeracy skills across the curriculum. **Mentors** • Mentors extend the use of Numeracy Ninjas beyond the maths classroom, encouraging students to take greater ownership of their numeracy development and increase staff awareness of the impact that poor numeracy skills can have on student progress.	• We will see the removal of all barriers to mastery of Numerical Fluency basics (e.g. times tables, number bonds, place value and directed number, etc.) • Students will be better equipped to access all parts of the curriculum • Parents will be better equipped to support their young person
2. Coherence To ensure coherence, all departments work collaboratively to promote Numeracy, where appropriate, through consistent approaches to the solving of numerical problems.	**Teaching Staff** • Teaching staff take responsibility for knowing and using correct mathematical language, notation, conversions, techniques, and calculator use relevant to their subject(s), making explicit links to other subjects and referring to students' learning journeys. **Heads of Department (HoDs), with Numeracy Coordinator Support** • Heads of Department, supported by the Numeracy Coordinator, identify staff CPD needs related to disciplinary numeracy and calculator skills (for example, through short tasks or surveys) to ensure staff can effectively support students' learning. • They support students in achieving mastery in each subject by carrying out data-driven intervention (DDI) analysis for each year group, with the aim of improving numeracy-related knowledge and skills across the curriculum. • They promote and implement a Common Calculation Policy, ensuring students use the most appropriate methods for each stage of learning. • They work collaboratively with the Head of Maths to make use of cross-curricular links wherever possible (for example, by using scientific examples when teaching rearranging formulae), to reinforce and contextualise numeracy for students.	• Student mastery of and attainment in numeracy-content will improve across the academy. • HoDs can identify what elements of numeracy are delivered in their department to support students to mastery. • HoDs know the barriers to implementation (including their team's numeracy skills gaps and have put support in place to address them). • HoDs ensure medium-term plans identify mathematical content and skills being taught though each theme across the academy. • HoDs can identify the next steps in terms of ***numeracy*** for achieving student mastery in their subjects.

Numeracy Strategy 2025-2026

3. General Numeracy To further foster a life-long passion and proficiency for numeracy among all our students, including stretching our more able mathematicians.	**Maths Department** • The Maths department supports John 10:10 sessions that focus on reinforcing cross-curricular basic skills for students. • The Maths department extends students' cultural capital by embedding opportunities within the Maths curriculum that broaden students' experiences and appreciation of mathematics in diverse contexts. **Numeracy Coordinator** • The Numeracy Coordinator ensures that students regularly access extra-curricular numeracy opportunities, including participation in external competitions, Money Week, practical investigations, and maths support clubs or clinics. **Mentors** • Mentors share fortnightly numeracy activities linked to famous mathematicians, enriching students' cultural capital and fostering an appreciation of mathematical achievement and its relevance across cultures and history.	• More students will leave our academy passionate about numeracy and more numerate in all areas, enabling them to live life to the full and reach mastery in their studies quickly and effectively

Part B: Our aims in developing calculator use across the Academy (all references to year groups are correct as of September 2025*)**

Students' calculator skills are key to educational progress. Calculator skills will be developed and consolidated through opportunities to apply and develop skills across the curriculum. All staff have the privilege of supporting students' progress in calculator skills both as classroom teachers and as mentor.

Intent	Implementation	Impact
Curriculum For all areas of the curriculum where the calculator can be used are identified and monitored	**HoDs** ☐ Teacher indicate in their schemes of work when and where students are likely to require calculators. ☐ Teachers make it clear when students should and should not use a calculator for their calculations. ☐ Teachers should liaise with the numeracy coordinator to ensure that all receive appropriate calculator CPD.	• Maths teachers will be equipped to maximise cross-curriculum links by using examples from other departments to embed effective calculator skills within Maths and Statistics lessons and beyond. • Teachers will be supported to teach correct use of calculator where required in their curriculum journey. • Students will be supported in developing their cross curricular calculator confidence.
Consistency The Casio FX991 calculator will be used across all subjects	**HoMaths, HOYs, Mentors and Classroom teachers will work together to:** ☐ Follow up on students without calculators to identify when they can be fully equipped ☐ Ensure all parent communications will explain the benefits of the 991FX model(s).	• All students will arrive at all lessons and assessments equipped for learning; all students will have a named calculator • Students will know how to use the new 991-CW models and be able to demonstrate mastery where calculators are required. • Parents will understand the academy's calculator expectations • Student attainment in calculator-based content will improve across the academy.
Training	**Teachers using the Casio FX991 calculator** ☐ All relevant staff will receive appropriate calculator CPD, so they can ☐ Reset the calculator.	• Staff will know how to use the new 991-CW models • Teaching using the new 991 model will be seamlessly consistent across the academy

Numeracy Strategy 2025-2026

	☐ Access menu functions. ☐ Use fraction, decimal, percentage formats. ☐ Use statistical functions to find the mean. ☐ Convert between measures. ☐ Perform standard form calculations. ☐ Use the table function for sequences and plotting graphs. ☐ Use the ratio function. • Department level CPD will be offered to all departments as required	• Student attainment in calculator-based content will improve across the academy.