

Unit 8

Next steps: whole-school developments

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Objectives

- To agree a set of whole-school numeracy priorities
- To discuss the need for a whole-school numeracy policy and its possible content
- To agree a plan of action to sustain developments

Suggested use and organisation

- All schools; whole staff.
- This unit is designed as the closing session for a whole-school INSET day or as a follow-up session soon after such a day.
- Staff should sit in mixed departmental groups. Where possible there should be a member of the mathematics department with each group.
- The session should last about 45 minutes but could be extended to allow more time for discussion.

Resources

- OHTs 8.0–8.3
- Teachers' copies of handout 1.4 or 4.3 which have been annotated throughout the day
- Appendix 2, *Vocabulary checklist* (one copy per department)
- Appendix 3, *Mathematics glossary for teachers in Key Stages 1 to 4* (one copy per department)

Session outline

45 minutes

Cross-curricular numeracy priorities	Group	15 minutes
Agreeing priorities from those suggested during the day	discussion	
Developing a whole-school numeracy policy	Group	20 minutes
Discussing reasons for developing a whole-school numeracy policy and its possible content	discussion	
The way forward	Whole group,	10 minutes
Agreeing a series of actions to support whole-school and departmental work on numeracy across the curriculum	feedback	

Cross-curricular numeracy priorities

15 minutes

Begin the session by outlining the objectives, using **OHT 8.0**.

OHT 8.0

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During the INSET day you will have regularly asked teachers to annotate their copies of **handout 1.4** or **4.3** with cross-curricular numeracy priorities. Briefly take feedback on the priorities identified. Try to agree on one or two for the coming term. Note all other ideas and suggest that, to save time, the mathematics department (or the school numeracy working group) will draw up some draft priorities for the future.

Developing a whole-school numeracy policy

20 minutes

Improving numeracy skills across the curriculum should remain a long-term priority. Say that a vital task is to decide on the next steps the school should take to build on the messages from the day to ensure that the priorities identified are pursued.

One suitable way forward is to develop and implement (or evaluate and revise) a whole-school numeracy policy. Show **OHT 8.1** containing some reasons for agreeing such a policy.

OHT 8.1

Purposes of a whole-school numeracy policy

- To secure high standards in numeracy across the school
- To set out the school's approach to the teaching of agreed numeracy skills
- To provide a basis against which progress can be judged
- To record methods, vocabulary and notation that have been agreed
- To assist the transfer of pupils' knowledge, skills and understanding between subjects
- To indicate areas for collaboration between subjects and processes for facilitating such collaboration

Most established whole-school numeracy policies cover very similar issues, illustrated on **OHTs 8.2** and **8.3**.

OHT 8.2

Possible contents of a whole-school numeracy policy 1

- Agreed approaches to calculation (including calculations involving fractions, percentages, ratio)
- School policy on calculator use
- Agreed mathematical vocabulary and notation
- Lists of units used for measurement
- Agreed methods for drawing and labelling graphs, charts and diagrams
- Links with using and applying mathematics – reasoning, communicating, investigating and problem solving

OHT 8.3

Possible contents of a whole-school numeracy policy 2

- Agreement on the order and timing for teaching topics with common content
- Agreement on any planned collaborative working / shared activities
- Guidance for form tutors, where oral and mental work is included in tutorial sessions
- Advice from the mathematics department on common errors which arise

Allow groups a few minutes to propose and discuss any other sections which should be included in a whole-school policy document.

Alert staff to the *Vocabulary checklist* in the Framework for teaching mathematics and to the QCA *Mathematics glossary for teachers in Key Stages 1 to 4*. The latter can be accessed via the QCA website. Printed copies of these are available in **appendices 2 and 3** of this folder. If you have not already done so, distribute one copy to each department explaining that these will remain useful reference documents for teachers in the future.

Draw the discussion to a close by saying that there needs to be a shared commitment to a school policy for its successful implementation.

The way forward

10 minutes

At this point, it is appropriate that a senior manager outlines the way forward so that all staff are aware of the plan of action. Issues to be considered will depend upon individual school circumstances and the outcomes from the day. They are likely to include the following:

Whole school

- Who has responsibility for coordinating the development of the whole-school numeracy policy and who else will be involved?
- How do departments contribute to its development?
- What is the timescale for implementation?
- When, how and by whom will the impact be evaluated?

- What is the mechanism by which other subjects will collaborate with the mathematics department to ensure compatibility and consistency of expectations?

Departments

- In following up the INSET day, which additional mathematical training sessions (especially units 5, 6 and 7) will be useful to departments?
- When are departments expected to match mathematical expectations as in unit 9 (if not already used) and how are the outcomes to be coordinated?
- Where departments identify training needs (for example, in requiring greater understanding of pupils' calculating strategies), how will these be followed up?

Conclude the session by thanking everyone for their contributions and reminding them to complete and return their evaluation forms.

OHT 8.0

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Key Stage 3 *National Strategy*

OHT 8.1

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Key Stage 3 *National Strategy*

OHT 8.2

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- Agreed approaches to calculation (including calculations involving fractions, percentages, ratio)
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Key Stage 3 *National Strategy*

OHT 8.3

Possible contents of a whole-school numeracy policy 2

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Key Stage 3 *National Strategy*

