



# **ST JOSEPH'S CATHOLIC HIGH SCHOOL**

## **Whole-School Numeracy Policy**

**2026-2028**

**Date of Review: January 2026**

**For Review: January 2028**

## 1. Policy Statement

This Whole-School Numeracy Policy sets out St Joseph's commitment to ensuring that all pupils develop the mathematical knowledge, skills and confidence required to succeed academically and in later life. Numeracy is recognised as a fundamental life skill that enables pupils to reason, problem-solve, interpret information and make informed decisions.

This policy supports the school's aims to provide a broad, balanced and ambitious curriculum that meets the needs of all learners, in line with the expectations of the Ofsted Inspection Framework.

## 2. Definition of Numeracy

Numeracy is the ability to apply mathematical understanding across a range of contexts. It involves:

- Fluency with numbers and the number system
- Competence in calculation, measure, geometry and statistics
- The use of appropriate mathematical language, notation and representation
- Logical reasoning and problem solving
- The ability to interpret, analyse and communicate quantitative information

Numeracy is taught explicitly in mathematics lessons and systematically reinforced across the wider curriculum.

## 3. Intent

Our intent is to ensure that:

- All pupils develop secure mathematical foundations
- Numeracy is embedded across all subject areas
- Pupils can apply mathematical skills flexibly
- Pupils become confident, resilient learners
- Gaps in knowledge are identified and addressed
- High expectations are maintained for all learners

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#### 4. Implementation

Numeracy is implemented through:

- A carefully sequenced mathematics curriculum
- Explicit teaching of key skills
- Consistent use of agreed methods and notation
- Frequent opportunities for retrieval and practice
- Cross-curricular reinforcement
- Form-time numeracy provision
- Targeted intervention
- PI DAY

#### 5. Impact

The impact of this policy will be seen through:

- Improved outcomes
- Increased confidence
- Greater transfer of skills
- Reduced gaps

#### 6. Roles and Responsibilities

Senior leaders, the mathematics department, and all staff share responsibility for implementation.

#### 7. Inclusion

All pupils are supported through adaptive teaching and targeted intervention.

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