



The Gleniffer Approach to Numeracy

This document outlines the Gleniffer High School approach to Numeracy. It gives an overview of the tools used, data captured, and interventions available.

Introduction

'A strong focus on numeracy is essential: all children and young people require numeracy skills to gain access to learning and to succeed in life. Confidence and competence in numeracy provide the foundations for lifelong learning.'

Building the Curriculum 3



What is Numeracy?



Many children and young people talk about mathematics when they are referring to numeracy skills. The distinction between numeracy and mathematics is important. The mathematics curriculum is constructed with both mathematics and numeracy outcomes. Numeracy development progresses as part of mathematics. Numeracy outcomes are those areas of the mathematics curriculum, which are necessary in understanding other aspects of learning, and are therefore regarded as the responsibility of all teachers. Numeracy goes beyond mere computation – it includes essential skills such as solving problems, understanding and explaining the solutions, making decisions based on logical thinking and reasoning and interpreting data, charts and diagrams.

Experiences and Outcomes

The numeracy [experiences and outcomes](#) have been structured using eight organisers with related [benchmarks](#):

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.



Assessment of Numeracy

All teachers have the responsibility of promoting Numeracy, however, at GHS, responsibility of the Mathematics department to assess and report on Numeracy attainment.

Assessment in the BGE

- Standardised assessments for all, such as NSA (P7 and S3 data), GL assessments.
- [Formative assessment](#) (such as traffic lights, HPQ, Show me Boards, Peer feedback, exit passes...)

- Summative assessment (block assessments), recorded on dept tracking sheets and pupil feedback sheets. These will be linked to Numeracy E&O's.

Reporting in the BGE

- S1 Tracking (October), S1 Full Report (May)
- S2 Tracking (December), S2 Full Report (May)
- S3 Tracking (November), S3 Full Report (June)
- S3 ACEL (June)*

Assessment in SP

- N3 Numeracy
- N4 Numeracy
- N5 Numeracy
- L5 Numeracy can also be achieved by gaining a grade D or above in N5 Mathematics or N5 Applications
- L6 Numeracy can be achieved by gaining a grade D or above in Higher Mathematics or Higher Applications
- L7 Numeracy can be achieved by gaining a grade D or above in Advanced Higher Mathematics

*ACEL judgements are based on a moderated and standardised Numeracy assessment sat at either 3rd or 4th Level. Judgements can also consider historical assessment evidence from S1, S2 and S3 as well as NSA results. It is expected that most the pupils on the National 5 (maths or apps) pathway would have achieved 4th Level Numeracy by the end of S3.

Effective Learning and Teaching

The experiences and outcomes promote and support effective and consistent learning and teaching methodologies. A rich and effective learning environment will support a mix of a variety of approaches, including:

- active learning
- development of problem-solving skills
- developing mental agility
- frequently asking children to explain their thinking
- use of relevant contexts and experiences, familiar to children and young people
- using technology in appropriate and effective ways
- building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- both collaborative and independent learning
- making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- promoting an interest and enthusiasm for numeracy.

Teachers should make regular use of different [pedagogical approaches](#) to make numeracy (and mathematics) as stimulating and accessible as possible.

The [GHS Numeracy Guide](#) has been compiled to support consistent approaches in lessons and to support pupils and parents with home learning and revision.