



NUMERACY POLICY 2026- 2027

DRAFT SUBJECT TO APPROVAL BY COMMITTEE

Document Type:	Colleague Responsible:	Date:	Next Review:
School	AGR	November 2026	November 2027
Approved By Curriculum, Achievement, T&L Committee			

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3. Numeracy Awareness Days and National events
4. Numeracy trips and competitions
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Intent

At Wrotham School, we believe that every student should become confident and fluent with numbers and be able to apply this skill across different subjects and in everyday life.

- To raise numeracy attainment
- To develop our student's numeracy confidence and proficiency
- To close the gaps in numeracy for all students

Progress Time Numeracy Curriculum

In Key Stages 3 and 4, students partake in a Progress Time Numeracy curriculum. During these sessions, students utilise their numeracy skills and are encouraged to apply them to real-life contexts and to consider how numeracy is applied and used beyond the classroom.

Numeracy Awareness Days

As part of our Progress Time Numeracy Curriculum, we celebrate Numeracy Awareness Days including:

- International Day of Mathematics
- National Numeracy Day

Numeracy competitions and trips

We aspire to encourage a passion for numeracy through trips and competitions that inspire a love of numeracy beyond the classroom.

Consistent approaches

To ensure consistency, calculation methods and mathematical vocabulary are shared across Core subjects (Mathematics and Science).

Students are encouraged to show clear working when solving numerical problems.

Numeracy interventions

Lower than expected Numeracy skills on entry and identified through data testing are recognised as a barrier to general curriculum access for some students. Where students are identified as behind in their progress in numeracy, we offer bespoke intervention sessions to quickly improve numeracy skills.

Extra Numeracy lessons in Year 7 and 8, are delivered on a weekly basis to students who require additional numeracy support.

Implementation, roles and responsibilities:

Senior Leadership team and Numeracy Lead

- Appoints a Numeracy Lead with a clear directive and remit
- Ensures that Numeracy priorities are reflected in the SIP
- Monitors impact of Numeracy interventions through quality assurance and data
- Works with Heads of Department to embed Numeracy strategies into schemes of work and curriculum planning
- Delivers and leads staff CPD/ department discussions on Numeracy strategies
- Oversees Numeracy intervention programmes and evaluates the impact

Heads of Department

- Plans numeracy opportunities in their subject curriculum (where appropriate)

Class teachers

- Provides numeracy opportunities (where appropriate) within their subject
- Utilises 'I do', 'We do' and 'You do' and variation theory to support students with their learning

Learning support/ SENDco

- Coordinates Numeracy interventions for students who have been identified as requiring support
- Chooses the most suitable intervention for students who require additional support
- Monitors, evaluates and tracks intervention
- Analyses the impact of interventions

Staff training and development

- Numeracy discussion as a standing item for department meetings.

Monitoring and evaluation

- Learning walks and lesson observations focused on Numeracy across the curriculum and to monitor numeracy intervention
- This policy is reviewed annually
- All national guidance on changes to curriculum and assessment are reflected in our Numeracy policy

Linked policies

Curriculum and Assessment, Literacy Policy, Independent Learning and Teaching and Learning.