

BOWER PARK ACADEMY



Maths Across the Curriculum

Reviewed: May 2017

School Policy

Responsibility- A Crawford

Mathematics across the Curriculum

NB: Priority 8 of the post OFSTED action plan is to focus on Mathematics across the Curriculum. This policy is a reflection of the end-point of the journey towards good. This document embodies what the Academy is working towards; the extent to which all points in the document are met will depend on the stage of the POAP (priority 8) the Academy is at. This policy will be fully implemented during 2017/18.

Rationale

In 21st century world the need to use mathematical skills has increased. It is important that we equip Bower Park students with the skills and techniques to transfer mathematical skills outside a maths classroom into other subject areas and beyond. Students need to apply their techniques to problem solving.

The Mathematics across the curriculum co-ordinator (MACC), and by extension, the senior leadership team are committed to the implementation and evaluation of this work. They are aware of the need to create time for liaison to sustain the cross curricular links forged between subject areas and between the academy and feeder primaries. The effectiveness of these links will reduce the replication of work by teachers, improve teaching and more importantly, learning.

Mathematics Across the Curriculum Co-ordinator should:

1. Give a high profile to numeracy within the academy.
2. Liaise with the mathematics department and numeracy champions (and where appropriate SEN)
3. Provide whole school and curriculum training.
4. Ensure the website contains a comprehensive list of techniques to encourage parents to help with home learning.

Teachers of mathematics should:

1. Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that the correct and consistent approach is used in all subjects.
2. Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
3. Through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
4. Seek opportunities to use topics and examination questions from other subjects in mathematical lessons.

Heads of Department should:

1. Provide the MACC with a comprehensive list of mathematical skills required for GCSE in their area.
2. Ensure all skills required to be successful at GCSE are explicitly identified on schemes of work throughout KS3 – liaising with the mathematics department (via the MACC) to ensure they are taught at an appropriate time, in line with mathematics teaching and age appropriate skills.

3. Ensure the teaching of analysis and interpretation of mathematical and statistical data is explicit on all schemes of work where appropriate.

Teachers of other subjects should:

1. Ensure they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
2. Be aware of expectations of students of differing abilities, any difficulties that may be experienced with numeracy skills and common misconceptions associated with each skill.
3. Provide information for mathematics teachers on the stage at which specific numeracy skills are required.
4. Provide resources for mathematics teachers to enable them to use examples of application of numeracy relating to other subjects in mathematics lessons.
5. Take responsibility for teaching the necessary skills for the interpretation of the data, graphs and calculations undertaken in their own lessons.

Implementation of Mathematics across the curriculum improvement plan

Priority 8 of the Academy's Post Ofsted Improvement Plan sets out the key features and timeline for the full implementation of this policy.