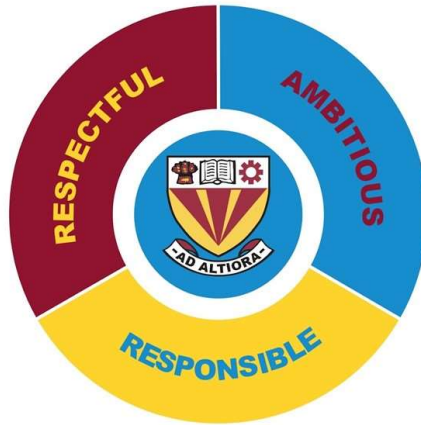


Brechin High School



Numeracy Policy

April 2026

The Brechin Standard

At Brechin High School we are proud to be:

RESPECTFUL

- We treat others how we want to be treated.
- We show respect for learning.
- We listen like we want to be heard.

AMBITIOUS

- We aim high
- We set big goals
- We stay focused

RESPONSIBLE

- We take Ownership
- We make good choices
- We see it through



At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.

Brechin High School is a Rights Respecting School

- Our students have the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- We strive to provide every young person with an education that develops their personality, talents and abilities to the full.

Rationale

We believe learners at Brechin High School should be provided with the opportunities to solve problems, explore ideas and establish connections working both independently and collaboratively. When designing the curriculum and implementing the delivery of this, it must lead to the development of the Numerical 5 Proficiencies:

- Conceptual understanding
- Communication using symbols – i.e. Conventions
- Fluency
- Logical Reasoning
- Strategic Competence

It is important to note these can be developed alongside one another. They must be applied and connected using a range of real-life contexts to explore mathematical concepts. i.e. percentages can be applied to annual percentages rates to demonstrate their use in financial literacy.

The national agenda for numeracy in Scotland

Focuses on improving attainment and reducing poverty-related gaps through the National Response to Improving Mathematics (NRIM). It emphasizes fostering a "one-system" approach to enhance mathematical proficiency, building a numerate population with strong mental agility, and embedding data-driven, inquiry-based teaching to improve learner outcomes.

- **Curriculum Improvement Cycle (CIC):** Shifting focus from "what" to "why" and "how," emphasizing conceptual understanding, procedural fluency, and mathematical reasoning over rote memorization.

- **"One-System" Response (NRIM):** A coordinated national effort aiming for consistent, high-quality, research-based numeracy instruction across all schools.
- **Focus on Assessment & Benchmarks:** Using National Benchmarks to reliably measure achievement, moving beyond correct answers to evaluate mathematical communication and reasoning.
- **Pedagogy and Classroom Practice:** Prioritizing mathematical discourse, "maths talk," mental agility, and the use of concrete materials, especially in early years and primary (15 minutes daily recommended).
- **Contextualized Learning:** Linking numeracy to real-life situations, including money management, measurement, and mathematical skills across the curriculum.
- **Professional Learning:** Providing high-quality professional learning to teachers (through Regional Improvement Collaboratives) to ensure a "grow your own" approach to professional confidence.

Why is Numeracy Development Important?

Numeracy is vital in Scotland to equip learners with essential life skills for managing money, time, and measurement, while fostering problem-solving abilities crucial for the modern workplace, particularly in STEM sectors. Under the Curriculum for Excellence, it is deemed a fundamental skill for navigating daily life, enabling informed decision-making, and fostering confidence.

Key reasons for the importance of numeracy in Scotland include:

- **Essential Life Skills:** It enables individuals to understand and manage everyday tasks, such as budgeting, cooking, and reading data.

- **Curriculum for Excellence:** Numeracy is embedded across all curriculum areas, not just maths, ensuring it is a foundational skill for all learners.
- **Employability and Economy:** Scotland's economy depends on STEM (science, technology, engineering, and mathematics) sectors, requiring a highly numerate workforce for innovation and growth.
- **Confidence and Problem Solving:** Developing numeracy builds confidence and mathematical thinking, allowing people to solve complex problems and analyse situations.
- **Reducing Attainment Gaps:** Initiatives like the Regional Improvement Collaboratives focus on improving numeracy to bridge the attainment gap related to poverty.
- **Lifelong Learning:** Strong numeracy skills support further education and career development throughout a person's life.

The importance of Numeracy across the curriculum

Numeracy teaching should be employed across all learning areas (throughout the whole curriculum) to enhance, stimulate and support pupils learning, these contexts should be authentic and not forced.

Strengthening numeracy across the curriculum will benefit students, by developing confidence and proficiency in numerical skills as well as the wider use and application of mathematics. It will strengthen the school's attainment in maths, science and other subjects whilst equipping pupils with a skill set for life.

Numeracy Aims:

- To develop and improve standards in numeracy across the school for all students.
- To establish and maintain consistency of practice including notation, vocabulary and methods.

- To identify and support areas for collaboration between subjects.
- To assist the transfer of students' knowledge, skills and understanding between subjects.

Numeracy Objectives:

- Develop a shared understanding between all staff of the role of numeracy in pupils' learning.
- Involve all staff in the development and assessment of numeracy in their curriculum areas.
- Devise whole-school strategies and systems for numeracy improvement.
- Assess the numeracy attainment of all pupils, effectively.
- Raise pupils' expectations of achievement.
- Support parents and carers in helping their young person develop numeracy skills.

Numeracy Strategies:

- Ensure that all staff are given practical numeracy support and CPD. We will use research in cognitive science and evidence-based strategies to support numeracy development.
- Support staff in identifying opportunities within their subject areas to promote numeracy development alongside the use of the BHS 5 Key Skills for Numeracy.
- Allocate time within the school day for bespoke numeracy interventions.
- Ensure all pupils experience numeracy skills progression, regardless of their academic attainment.
- Use baseline assessment to inform planning and monitor and track performance.
- Ensure consistency by producing a 5 key skills for numeracy document for staff, pupils and parents for consistent mathematical methods.
- Create opportunities for parents to work with teachers to understand consistent methods and modelling across the school relating to the 5 key skills of numeracy and other mathematical skills.

Pedagogical Considerations:

At Brechin High School, the structure and sequence in mathematics and numeracy topics should be informed by the hierarchical and connected nature of mathematical concepts, in order to ensure foundations are built upon and experiences are connected. Pupils' should become increasingly fluent in their use of number, through a broad range of experiences, in order to describe, interpret and communicate size, scale and comparisons, both within and beyond mathematics. Numerical delivery should hinge around a reasoning and problem-solving approach to numeracy experiences and pupils should engage in meaningful and substantial tasks.

The school recognises that all teachers have a responsibility to teach numeracy when it arises naturally within the subject. Therefore, as such, all teachers are teachers of numeracy. Staff share responsibility for the teaching of numeracy throughout the curriculum and recognise their statutory responsibilities.

Roles and Responsibilities

Numeracy Improvement Group Lead

- To promote and monitor the implementation of the Numeracy Policy and to evaluate its effectiveness.

SLT

- To take an active role in supporting the whole school Numeracy Policy, supporting in the implementation of the strategies and encourage colleagues to share good practice.

Teachers of Mathematics

- Track numeracy levels and skills of all pupils.
- Provide students with knowledge, skills and understanding they need to problem solve and comprehend mathematical concepts.

Teaching Staff

- Contribute to students' development of numeracy with consistent approaches to problem solving and communicating numeracy.
- Check mathematical methods are consistent with the 5 key skills and shared modelling methods.

ASN Department

- To coordinate with departments to ensure in-class support is effective in supporting pupils to make progress in numeracy.

Numeracy Intervention Lead

- To deliver specific interventions to groups of pupils and monitor the progress of these pupils.

Parents

- Encourage their young person to use the range of strategies and methods they have learnt to improve their numeracy skills, referring to the 5 key skills for numeracy parent support materials.

Students

- Take increasing responsibility for recognising their own Numeracy needs and making improvements.
- Be prepared for lessons with correct equipment.

Numeracy - Subject Areas

Subject areas are aware of the underlying mathematical skills and approaches that go with the applications that they use.

Art – Apply number skills such as measurement, estimates, scale, proportion, pattern and shape to develop, inform and resource their creative activity. Symmetry, use of paint mixing as a ratio context.

Design and Technology – Use mathematical information and data, presented numerically and graphically, to research and develop their

ideas. They use number to measure and calculate sizes, fits and materials.

Food Technology – Apply number skills such as measurement, reading from scales and ratio context.

Geography – Apply number skills in the classroom and in fieldwork to measure, gather and analyse data. Use mathematical information to understand direction, distances and scale. Determine locations when using plans, maps and globes.

History – Develop numeracy skills through developing chronological awareness, using conventions relating to time, and making use of data. E.g. census returns and statistics.

English – Develop skills in application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires, accessing, selecting, recording and presenting data in a variety of formats.

Computer Science – Use mathematical information and data presented numerically and graphically in data-handling software. Use number to collect and enter data for interpreting spreadsheets and simulations and present findings as graphs and charts, checking accuracy before processing.

MFL – Develop number skills through a range of activities in the target language. These can include number rhymes, ordering numbers, ordering events in time, using number in relevant contexts such as currency exchange, gathering information in a variety of ways, including questionnaires and recording and presenting results in a variety of formats.

PSE - Select data from given information presented in a range of numerical and graphical ways. Gather information in a variety of ways, including questionnaires and databases to support understanding of PSE related topics. Interpret and present data in a variety of ways including pie charts, scatter graphs, and line graphs to support understanding of PSE related issues.

Religious Education – Develop skills in the application of number by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of tithing, and by considering the significance of number within religions.

Interpret results/data and present findings from data in order to draw conclusions and ask further questions about issues relating to religion and the world.

Physical Education - Develop number skills by using mathematical information and data. Use the language of position (including coordinates and compass points) and movement, as well as data handling and measure in athletic and adventurous activities. Measure and record performance e.g. time, distance and height, and use data to set targets and improve performance.

Science – Work quantitatively to estimate and measure using non-standard and then standard measures, recording the latter with appropriate S.I. units. Use tables, charts and graphs to record and present information. With increasing maturity, draw lines of best fit on line graphs, use some quantitative definitions, and formula to perform scientific calculations.

Music - musical training enhancing mathematical thinking through rhythm, patterns, and structure. Key numeracy skills include counting beats, understanding fractions through note values (e.g., quarter/eighth notes), recognizing geometric patterns in scales, and applying proportional thinking to tempo.

Monitoring and Evaluation

The success of this policy will be measured against the following criteria:

- Assessment Data that is used to set targets, inform planning and build progression.
- The quality of the opportunities that are identified to improve pupils' numeracy skills.
- Improved examination results measured against external criteria.

Lead Responsibility: Gillian Tunilla (2026/27)

Implementation Date: (April 2026)

Review Cycle: Annually

Next Scheduled Review Date: April 2027