

# Numeracy Stock-take

## Developing numeracy within your organisation: taking stock

Use these questions to think about your current numeracy provision and what development is needed. Consider your priorities to take numeracy forward and who might work on these.

### 1. Policy and background information

- Do you have information about numeracy within government policy, including recent reports and White Papers?
- Do you know about the national targets for numeracy?
- Do you know the impact of poor numeracy on individuals?
- Have you considered specific needs for numeracy in the workplace?

What background information about numeracy do you need?

Who needs to have this information? How will it be disseminated?

Go to [section 1](#) to find resources to support you with these developments.

### 2. Strategy for numeracy across the organisation

- Are senior managers fully aware of the importance of numeracy and committed to its development?
- Are all staff, existing learners and new learners supported, encouraged and expected to develop their numeracy skills and gain numeracy qualifications?
- Is numeracy sufficiently and explicitly included in your Whole Organisation Approach to literacy, language and numeracy?
- Is numeracy included in all relevant policies and procedures for staff and learners e.g. HR policies, induction, assessment?
- Do senior managers have an overview of numeracy and mathematics across the whole organisation?
- Do you have information about the likely level of numeracy skills within your organisation and client groups?
- Do you have effective plans to respond to this need?
- How well are you meeting your targets for numeracy?

What actions are needed to develop your numeracy strategy?

Who will take them forward?

By when?

Go to [section 2](#) to find resources to support you with these developments.

### 3. Engaging people with numeracy

- Have all staff across the organisation developed their personal numeracy skills?
- Do all staff talk confidently about the benefits of numeracy learning?
- Do you have information and case studies to 'make the case' for numeracy to employers, other stakeholders and different learner groups?
- Do you have appropriate materials to engage learners and support skills checking and initial assessment for numeracy?
- Have you considered the role of 'Numeracy Champions'?

What actions are needed to engage more people with numeracy?

Who will take them forward?

By when?

Go to [section 3](#) to find resources to support you with these developments.

### 4. Embedded and contextualised numeracy

- Have you identified the numeracy requirements and opportunities for developing numeracy skills within each area of learning?
- Do vocational and numeracy staff have structured opportunities for joint planning?
- Do you use contextualised materials to support numeracy development within other subjects?
- Do you have effective models for developing numeracy within or linked to other subjects?
- Do you deliver numeracy effectively in different settings, including in the workplace?
- Do you have mechanisms in place to share good practice in numeracy between different staff teams?

What actions are needed to develop numeracy effectively within other areas of learning and different settings?

Who will take them forward?

By when?

Go to [section 4](#) to find resources to support you with these developments.

## 5. Resources and approaches for teaching numeracy

- Are your staff familiar with current research into effective numeracy teaching and learning?
- Do your staff use a range of teaching and learning strategies appropriate to the needs of the learners and the setting?
- Do your staff know about and use free national resources?
- Do you have resources to support flexible models of delivery and maximise the use of IT in your numeracy delivery?

What actions are needed to develop numeracy teaching?

Who will take them forward?

By when?

Go to [section 5](#) to find resources to support you with these developments.

## 6. Numeracy achievement

- Do your learners have the numeracy skills they need to succeed on their vocational course?
- Do you have effective diagnostic and formative assessment for all numeracy learners which is used to plan teaching?
- Are learners effectively prepared for national qualifications at entry level, level 1 and level 2?
- Are you ready for the introduction of functional mathematics – to replace key skills from September 2010?
- Do you monitor numeracy engagement, retention and achievement across all your provision and for all groups of learners?

What actions are needed to improve or maintain numeracy achievement, including preparation for the introduction of functional mathematics?

Who will take them forward?

By when?

Go to [section 6](#) to find resources to support you with these developments.

## 7. Developing staff skills

- Have you done an audit of staff skills and qualifications for numeracy and drawn up a training plan?
- Do you have sufficient qualified numeracy staff to meet current and planned future learner needs?
- Do you have effective programmes to develop staff personal skills in numeracy across your organisation?
- Do you provide access to appropriate CPD opportunities to develop numeracy teaching?
- Do staff have opportunities to share effective practice and expertise in teaching numeracy?

What actions are needed to develop your staff?

Who will take them forward?

By when?

Go to [section 7](#) to find resources to support you with these developments.