



Laira Green Primary School

Numeracy Policy

Member of staff responsible:	Mrs Sarah Hunter
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Date approved by the full Governing body:	
Date to be reviewed:	

1. MISSION STATEMENT

In order to prepare our pupils to be able to confidently live in and contribute to our society, we strive to ensure that children learn and become confident numerate individuals.

A good mathematician at Laira Green Primary School will:

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics
- Be able to identify mathematical relationships, spatial, numerical and logical, and see their relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Be able to read and record mathematical statements using correct terminology and symbols.
- Be able to use and interpret diagrams, charts, graphs and tables.
- Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have developed an ability to use and apply mathematics across the curriculum and in real life
- Have developed an understanding of mathematics through a process of enquiry and experiment

2. AIMS

We aim to develop numerate and confident mathematicians and encourage children to apply this knowledge and ability to reason in real life situations. We aim for all children to be confident numerate mathematicians upon leaving Laira Green Primary School.

3. STATUTORY REQUIREMENTS

The statutory requirements for the teaching of Mathematics can be found in the National Curriculum for England and Wales (1999) and Statutory Framework for the Early Years Foundation Stage Document (2012).

Foundation Stage

The Statutory Framework for the Early Years Foundation Stage Document (2012) states that the teaching of mathematics in the Foundation Stage will provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Key Stage 1

During Key Stage 1 teaching must ensure that appropriate connections are made between the sections on 'number' and 'shape, space and measures'. Pupils will develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems (National Curriculum for England and Wales 1999).

Key Stage 2

Teaching must ensure that appropriate connections are made between the sections on 'number', 'shape, space and measures', and 'handling data'.

During Key Stage 2 pupils will use the number system more confidently. They will move from counting reliably to calculating fluently with all four number operations. They will always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts. (National Curriculum for England and Wales 1999).

4. CURRICULUM ORGANISATION

The teaching of Numeracy is embedded across the curriculum throughout the school. During the discrete numeracy lessons, the subject is organised as follows:

Objectives

Teaching begins with the Early Learning Goals in the Foundation Stage, and develops broadly in line with the Primary Framework for Literacy and Mathematics (DfEE, 2006). Objectives will change on publication of new primary curriculum.

Planning

The planning structure for each year is organised into five blocks.

Each block has incorporated into it objectives from the Using and applying mathematics strand and from two or three of the other core strands. The blocks are:

- Block A: Counting, partitioning and calculating
- Block B: Securing number facts, understanding shape
- Block C: Handling data and measures
- Block D: Calculating, measuring and understanding shape
- Block E: Securing number facts, relationships and calculating

At Laira Green Primary School we have the use of Abacus Evolve resources which can support the planning, teaching and learning of Numeracy. They are to be used when they are the most appropriate way to support the delivery of an objective but not prescriptively. Lesson plans and activities should be adapted to suit the needs of the individual learners.

Grouping

Children are grouped in ability groups within their class and taught according to the level they are working at and their needs. Ability grouping can take place across two or more classes dependent on current needs of the children. Children will also be grouped in mixed ability groups when appropriate. At present children are taught in class groups from Foundation Stage, Year 1, Year 1/2, Year 3, Year 3/4, Year 4/5 and Year 5/6.

Delivery

Numeracy lessons are delivered according to the needs of the class. The majority of lessons should display some form of introduction, main activity and plenary or mini-plenaries. During the main activity, the class teacher will work with a small group to guide their learning. The guided group work will have clear objective. Teaching assistants will also work with guided groups when appropriate with clear instruction and a clear objective. Other lessons may be structured in a different way for example mathematical investigations, Talk-it Solve it Lesson or problem solving challenges. Within lessons children are taught to use and have access to resources, models and images to support their learning and understanding (bead strings, time table squares, 100 squares, number lines, whiteboards, and cubes)

Assessment

Assessment for Learning (formative assessment) is present in all lessons with results/assessments being recorded by teachers in a way that suits their needs best. Formal assessments are completed at the end of every term (six times per year). Although these are summative in style, the results are used to inform future planning. Both formative and summative assessments are used to inform planning.

5. THE ROLE OF ICT

ICT is becoming increasingly integrated into our everyday lives. The effective use of ICT can enhance the teaching and learning of mathematics when used appropriately. ICT is used in lessons when it supports good practice in teaching mathematics. Teachers are to use their professional judgement as to when to use ICT to support the delivery of learning objectives being delivered and where it aids the children's understanding and achievement of objectives.

6. CROSS CURRICULAR LINKS

Opportunities for all forms of numeracy will be embedded across the curriculum. Teachers use thematic approaches to plan the application of mathematical skills in other subject areas including science.

7. PUPIL ASSESSMENT

Assessment in numeracy is in line with the Assessment Policy and is set out below. Statutory requirements are detailed in Early Years, KS1 and KS2 Assessment and Reporting Booklets.

Early Years

The Early Years Foundation Stage Profile is recorded electronically and put on SPTO - base line, AU2, SP1, SP2, SM1 and end of year.

Each child's progress in Foundation Stage can be seen through the Early Years Learning Journal and scores/graphs reflecting attainment and progress.

Key Stage 1 and 2

Each class teacher is responsible for monitoring and evaluating the progress of their pupils Mathematics skills.

At the end of each term (6 times a year) children are assessed by the teacher in all areas of mathematics. Children's current teacher assessment levels are recorded and entered on the School Pupil Tracker Online.

At the beginning of each new term individual targets are set in line with the whole school assessment focus. Targets are displayed in children's books and in each classroom.

8. SEND CHILDREN, INTERVENTIONS AND EQUAL OPPORTUNITIES

Equal opportunities at Laira Green Primary School mean that all children are offered individualised support they require to fulfil their potential in all subjects.

Data is regularly analysed and scrutinised, underachieving pupils are identified. Class teachers, Numeracy Subject Leader and SENDCO all work together to plan and provide suitable intervention to address children's needed.

Gifted and Talented children are identified and are on school register. Their needs are provided for by quality first teaching within each classroom.

9. ROLES OF SUBJECT LEADER

The Numeracy Subject Leader is responsible for:

- Remaining up to date on planning, teaching and assessment practices
- Attending training and sharing content with relevant staff
- Analysing and evaluating data, identifying and addressing needs
- Prepare and review policies
- Ensuring Numeracy Policy is followed throughout the school
- Monitor planning, teaching and assessment through scrutinies and lesson observations
- Support all members of staff when requested or if required
- Work alongside Assessment Leader to ensure statutory requirements are completed and guidelines followed
- Ensure learning environments are consistent across the school and support the children's learning in numeracy
- To raise profile of numeracy across the school
- Making purchasing decisions
- Regularly report to Curriculum Governors on developments in mathematic throughout the school
- Ensure professional development needs of staff are addressed

10. HOME SCHOOL LINK

At Laira Green Primary School, we understand that parents are key partners in their children's learning. To enable parents to support their children in their mathematical learning, we involve the parents in their children's learning by:-

- Providing regular parents' evenings which give them verbal information on their child's progress and their targets
- Providing regular information about mathematical methods as part of the school newsletter
- Providing an end of year report which outlines progress and attainment.
- Providing policies and meetings to inform parents on how we teach mathematics and how they can help.
- Sending home leaflet with suggested activities that can be completed at home.
- Providing links to relevant Maths websites through our school website.

11. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping Policy

Early Years Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

12. Date to be reviewed Spring Term 2013

Document may be reviewed earlier due to imminent changes to the curriculum planned by the current government.