



Numeracy Policy

Ratified	Review Date
April 2022	April 2024

This Policy is an agreed statement of the intention of all teachers in St. Mac Nissi's Primary School in relation to the teaching and learning of Mathematics and Numeracy.

Numeracy Co-ordinator:
Mrs J Hamill

Reviewed & Amended 2022

St. MacNissi's Primary School Mathematics and Numeracy Policy

At St. MacNissi's P.S. we believe that numeracy skills are the key to future educational success and to ensuring that each child has the opportunity to develop as an individual, as a contributor to society and as a contributor to the economy and environment. At the centre of our approach is the prominence of Literacy and Numeracy within the NI Curriculum, emphasised in "Count, Read: Succeed-a strategy to Improve Outcomes in Literacy and Numeracy" (DE 2011)

***"Literacy and numeracy are at the very heart of the revised curriculum."
(para.2.3)***

***"Developing literacy and numeracy therefore must be central elements of a school's delivery of the revised curriculum, and of the support and professional development for teachers in implementing the curriculum."
(para. 2.5)***

We have agreed to adopt the following definition of Numeracy as defined by the Northern Ireland Curriculum:

"Numeracy is the development and application of Mathematics across the curriculum and in real life situations. Numeracy skills should help children to make informed and responsible choices and decisions throughout their lives".

At St. MacNissi's Primary School we value every pupil and the contribution they make. We believe that every child should experience success and should be encouraged to develop their skills in accordance with their level of ability. We aim to equip our children with the necessary life skills to allow them to participate fully in the society in which they live.

Aims of the Numeracy Policy



1. To develop within our pupils a positive attitude towards Mathematics and Numeracy through promoting the subject in a relevant and interesting manner.
2. To develop the children's confidence, pleasure and success in the subject.
3. To give children an appreciation of Mathematics and Numeracy as a creative subject, of its structure and pattern, and of its value to the environment.
4. To develop within our pupils an understanding that Mathematics and Numeracy has relevance across the curriculum and value in real-life situations.
5. To develop the pupils' logical thinking and their understanding of mathematical relationships by involving the pupils in well planned investigations and process activities.
6. To plan and develop the use of Numeracy language which reflects the children's ability and experience.
7. To foster the children's Thinking Skills and Personal Capabilities.
8. To provide our pupils with opportunities which develop their understanding of Number, Measures, Shape and Space, Handling Data and Processes.
9. To develop our pupils' ability to make mental calculations and to visualise number and its use throughout all areas of Mathematics.
10. To make appropriate use of ICT to promote teaching and learning in Mathematics and Numeracy.

At St. MacNissi's PS we intend that, by the end of Key Stage 2 and at a level appropriate to their ability, children will be able to:



- Choose the appropriate materials, equipment and mathematics to use in a particular situation
- Use mathematical knowledge and concepts
- Work systematically and check their work
- Use mathematics to solve problems and make decisions
- Develop methods and strategies. Including mental mathematics
- Explore ideas, make and test predictions and think creatively
- Identify and collect information
- Read, interpret, organise and present information in mathematical formats
- Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working
- Develop financial capability
- Use ICT to solve problems and present their work

From: Requirements for Using Mathematics, NI Primary Curriculum, p.6 (CCEA 2007)

Child-Centred Provision

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Individual pupils are identified as underachieving using PTM data and teacher observations. The class teacher has the main responsibility to ensure learning and teaching approaches are suitably differentiated to match the level of attainment of those pupils identified.
- There is a commitment to involve young people in discussions and listen to their views about making decisions regarding maths in real life that directly affect them.



High Quality Learning and Teaching

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

- A broad, relevant and progressive numeracy curriculum is provided for the pupils.
- An emphasis on numeracy exists across the curriculum.
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers provide opportunities for children to apply mathematical knowledge and understanding across the curriculum and in real life situations.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data are used to effectively inform learning and teaching across the school and in the classroom and to promote improvement.
- Teachers reflect on their own work and the outcomes of individual pupils. This is used to inform future planning.
- Benchmarked educational outcomes reflect positively on the school and compare favourably, when measured against schools of a similar size and circumstance.

Effective leadership:

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

An effective school development plan is in place, providing clear and realistic targets for improvement in numeracy.

The Principal and Governors understand their responsibilities and are informed about the Numeracy Action Plan and the strategies in place to bring about improvement in numeracy.

The Numeracy Co-ordinator demonstrates a commitment to providing professional development opportunities for staff, particularly teachers, and promotes a readiness to share and learn from best practice.

Teachers are given the opportunity to share in the planning, implementation and evaluation of the strategies needed to bring about improvement in numeracy.

Under the guidance of the Co-ordinator, teachers identify underachieving pupils and set individual, class and whole school targets to raise achievement in numeracy.

The resources for numeracy are used and managed properly and effectively to support high quality learning and teaching.

The Numeracy Co-ordinator effectively evaluates school numeracy outcomes, policies, practices and procedures within the Numeracy Action Plan.

Classroom Management

It is every teacher's duty to ensure that his/her classroom is managed well. We feel that the following elements should be incorporated: -

- Approaches to classroom management should be varied to allow for individual, pairs, group and whole class teaching.
- Grouping of pupils should be flexible. Pupils may be placed in ability or mixed ability groups according to the topic and the demands placed upon the pupil. Where possible pupils should be given opportunities to develop both their own and group working skills and communication skills. There should also be opportunities for pupils to work independently.
- Children should, where appropriate, be encouraged to communicate and discuss their findings with other children and adults.
- Classroom assistants will be encouraged to support the teacher in the delivery of Mathematics and Numeracy.

Continuity and Progression

- Mathematics and Numeracy is regarded as a core subject of the school curriculum.
- The school Mathematics and Numeracy scheme reflects the Northern Ireland Curriculum.
- The content of the scheme encourages active learning for our pupils, and facilitates a structured and sequenced set of experiences for each pupil as they progress through the Key Stages.
- In order to ensure continuity and progression the school has formulated schemes of work for each year group. This planning is further enhanced by the development of individual teacher planners.
- It is important that there is a consistency of mathematical language used throughout the school.

Teaching Strategies

In order to develop our pupils' Mathematical and Numeracy skills, it is important that our pupils encounter a range of experiences.

AfL

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next in their learning and how best to get them there.

AfL involves the following key actions:

- Sharing **learning intentions**;
- Sharing **success criteria**;
- Giving **feedback** to pupils;
- Effective **questioning** ; and
- Encouraging pupils to assess and **evaluate their own and others' work.**



Other Strategies

- Investigations
- Problem Solving
- Recording
- Discussions
- Games
- Use of apparatus
- Learning through Play/Active based Learning
- ICT/Interactive White Boards
- Mental Maths
- TS & PC

Thinking Skills and Personal Capabilities involves the following key actions:

Strand 1: Managing Information;

Strand 2: Thinking, Problem Solving and Decision Making;

Strand 3: Being Creative;

Strand 4: Working with others; and

Strand 5: Self-Management.

Thinking Skills and Personal Capabilities are an integral part of Numeracy and Mathematics. By developing thinking skills we aim to engage pupils in better quality thinking and go beyond the acquisition of knowledge and to deepen children's understanding. Developing personal capabilities provides opportunities for pupils to take the initiative work together and become more self-directed in their learning.

Role of Homework



The purpose of the homework is to:

- Give pupils further opportunities to revise and consolidate previously taught knowledge and skills in Numeracy.
- Reinforce work done in school
- Give parents an insight into the type and range of activities in which children are engaged in at school

Resources

The school uses a variety of numeracy resources including New Heinemann maths, Mathspace, teacher-generated materials, games and ICT software. Each teacher has his/her own resources available within their classroom as well as central bank of practical maths equipment in the Maths store. We feel it is important that materials are readily available and accessible to children so as to help develop their mathematical skills.



Role of ICT

ICT and digital resources such as Mathletics are seen as an integral part of Mathematics and Numeracy and are used to help enhance our pupils' understanding. The role of ICT is as follows:

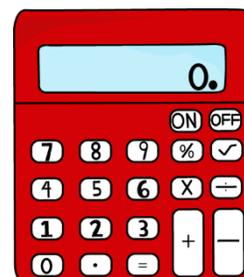
- To consolidate our pupils' learning;
- To further develop our pupils' Numeracy skills;
- To provide our pupils with a variety of stimuli, therefore developing their use of mathematical processes;
- To provide our pupils with a variety of challenging learning situations;

- To promote pupils' enjoyment of Mathematics and Numeracy;
- To provide pupils with opportunities to take part in co-operative activities.

Opportunities should be sought in mathematics to use ICT to develop the children's learning.

Use of Calculators

Calculators, like computers, are a means of consolidating our pupils' Numeracy skills. It is necessary that our pupils are given the opportunity to develop their calculator skills in Key Stage One and Two. It is the intention that calculators should be used as a checking device rather than a child's first means of calculation. However, we believe that pupils do need to develop skills in relation to using calculators.



Role of Parents

The school views parents as one of its greatest resources and good relationships between parents and staff are nurtured as much as possible.

- Parents are made to feel welcome to discuss their concerns about their children's progress.
- It is school policy to report on pupils' progress via parent/teacher meetings on one occasion during the school year.
- Parents are provided with a written report at the end of each school year.
- Teachers are available for consultations with regards to individual difficulties in Mathematics and Numeracy should they arise.

Assessment

Assessment is an integral part of the N.I. Curriculum. It provides information that has a key role in recognising how pupils are performing and helping schools to improve outcomes. It plays a crucial role in improving learning and raising standards.

The school employs the use of GL Assessment Progress Tests in Maths (PTM). These standardised tests are administered from P3-P7 inclusively. This testing is carried out in May of each year. CAT assessments are also completed. The results of all tests are recorded in SIMS Assessment Manager thus enabling teachers to develop their planning for the coming year.

In addition to the above, children's progress is constantly monitored through the levelling of classwork each term.

Staff Development

It is the policy of the school that teachers and classroom assistants are encouraged to continually develop their knowledge and skills through collaboration and in-service training. The Co-ordinator retains details of all Numeracy Training.

Special Needs

It is each teacher's duty to be aware of and to address, where possible, the specific needs of less able and/or very able pupils. It is each teacher's responsibility, in consultation with the SENCO, to develop Individual Education Plans. Children's progress will be monitored regularly with IEPs being evaluated and renewed three times per year. Appropriate resources and support will be accessed to help meet the needs of the less able and more able children.

Evaluations

As professionals, teachers are expected to evaluate their approaches to the teaching of Mathematics and Numeracy. Teachers evaluate planners and Co-ordinators review their action plans at the end of each academic year.

Conclusion

This policy was reviewed in 2022 by the Numeracy Co-ordinator in consultation with staff and governors. It will be reviewed every two years to ensure that the information contained is appropriate and amendments will be made where necessary.