



Numeracy Policy

Reviewed: August 2019

Ratified by the Governors: 23/9/19

CONTEXT

Whilst this policy has been agreed by all staff to define our particular principles, practices and provision, it should be noted that our work lies within the wider context of the NI Education system. The following are the main structures within which we operate: -

The stated vision of the Department of Education for Northern Ireland: “to ensure that every learner fulfils his or her potential at each stage of his or her development.” (DE 2010).

The overall aim of the NI Curriculum: “The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.” (DE 2008)

The characteristics of effective practice, defined in “Every School a Good School – a Policy for School Improvement” (DE 2009), grouped under the four headings:

- **Child Centred Provision**
- **High Quality Teaching and Learning**
- **Effective Leadership**
- **A School Connected to its Local Community**

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)

The characteristics of the most effective practice in numeracy provision in NI primary schools, identified by ETi in “Better Numeracy in Primary Schools” (ETI 2010)

INTRODUCTION

This policy will set out the agreed key principles and practices that guide the development of Numeracy in our school, drawing on the indicators of effective provision from “Every School a Good School” using the four headings noted above.

At Loughries Integrated Primary School 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.

We have adopted the definition of Numeracy from “Count, Read: Succeed” (para. 1.10):

“The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

- a. An understanding of key mathematical concepts and their inter-connectedness
- b. Appropriate reasoning and problem-solving
- c. The proficient and appropriate use of methods and procedures (formal and informal, mental and written)
- d. Active participation in the exploration of mathematical ideas and models

OBJECTIVES OF NUMERACY POLICY:

At Loughries Integrated Primary School 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, page 6 (CCEA 2007)

STATUTORY REQUIREMENTS:

The detailed statutory content requirements are set out in the NI Curriculum (primary) document (CCEA 2007) and together with the progression exemplified in the revised Lines of Development document (CCEA), informs our Scheme of Work for Mathematics.

The NI Curriculum (primary) document also sets out guiding principles, which we endorse and have agreed to include in our policy:

Foundation Stage (page 23), including:

- Activities should involve children in playing, exploring and investigating, doing and observing, talking and listening and asking and answering questions.
- Through engaging in a wide variety of activities, children should understand mathematical language and then begin to use the language to talk about their work.
- Mathematical activities should be presented through contexts that have a real meaning for children and provide opportunities for them to investigate their ideas.

Key Stage One and Two (page 57 – 60), including:

- Mathematical ideas should be introduced to children in meaningful contexts.
- Activities should be balanced between tasks which develop knowledge, skills and understanding, and those which develop the ability to apply mathematical learning and solve problems.
- Children should use their knowledge of mathematical language to talk about their work and explain their findings.
- Children should be given regular opportunities to develop their skills in mental mathematics, to estimate and approximate and to investigate and make predictions and decisions:
 - within mathematics
 - across the curriculum
 - in real-life situations

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.

- Effective interventions and support are in place to meet the additional education and other needs of much lower than expected achieving pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.
- There is a commitment to involve young people in discussions and decisions on self-assessment and self-evaluation.

Teaching and Learning – Inclusion:

There is a comprehensive whole-school programme which clearly outlines progression for each area of the Mathematics curriculum and which provides appropriate guidance for the class teachers to create their medium and short term planning. Our Medium Term Planning takes into account the needs of all learners by differentiation.

Each class teacher will monitor, identify and address underachievement as soon as it begins to emerge. They will set targets and identify actions to meet the needs of each pupil requiring additional support, using a multi-sensory approach; classwork is differentiated to meet the needs of all pupils. Classroom Assistants provide support to individual children. Parents are kept informed through parent teacher meetings in October and February and a written report in June. A range of resources are used including: Interactive Whiteboards, New Heinemann Maths, Maths Plus Word Problems, Maths Games, Mental Maths books, Numicon, ICT resources and useful websites & apps.

Individual pupils are identified as underachieving using PTM /CAT GL assessment data P4-P7, baseline assessments 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 including extension activities for high achievers.

Assessment Tools include; Baseline Assessments, on-line end of year tests P3-P7 (PTM) and End of Key Stage Assessments. All are analysed by SIMS for planning, setting individual Targeted Plans and interventions.

All children on the SEN register have Individual Education Plans with SMART targets, which are reviewed twice a year. Pupils and parents are kept involved and informed at all times of setting and reviewing targets. These children are moved through the stages of the Code of Practice as appropriate. (see SEN Policy).

A trial of effective interventions and support by Numeracy Co-ordinator are in place to meet the additional educational needs of under achieving pupils for a period of about 6 weeks and to help them overcome barriers to learning in Numeracy.

Classroom Assistants may be used to support learning.

Role of Homework

The use of homework reflects our school's Homework Policy. The purpose of homework is:

1. To ensure children fulfil their potential in Language and Numeracy.
2. To encourage children to become self-confident with their skills and independent of their teacher.
3. To reinforce and/or practise new concepts and topics introduced in the classroom.
4. To develop the children's ability to work regularly, independently and use their initiative.
5. To involve the parents in the learning process.
6. To encourage neat presentation of work.
7. To develop research and reference skills through dictionary and project work.

HIGH QUALITY TEACHING AND LEARNING:

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

- A broad and relevant 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 is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Rigorous self-evaluation is carried out by teachers, year groups and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when measurement is undertaken against the performance of other schools.

Subject Organisation:

At Loughries Integrated Primary School, all staff provide an outline of the Teaching and Learning to be achieved through our overview plan of the areas to be covered each ½ term,

Medium Term Planning and Daily notes. The Medium-Term Planning and Overview are monitored and evaluated to ensure there is breadth and balance across all areas of Mathematics by;

- providing continuity and progression.
- ensuring there are no gaps/overlaps as pupils move through each key stage.
- ensuring that once a topic is taught it is revisited regularly throughout the year.
- ensuring that pupils have experience of working within each Attainment of Number, Measures, Shape & Space and Handling Data every term.

Teachers draw on their professional expertise to use a range of activities and a variety of teaching strategies including; whole-class teaching, small group work (mixed and ability groups) and individual work, differentiated where appropriate. This varied approach recognises that different children learn in different ways and there is no single approach to teaching that will suit all pupils.

Each class teacher will provide a range of opportunities for pupils to be able to apply their mathematical knowledge and understanding across the curriculum and in real-life situations.

Long Term planning is based on recommendations by the Numeracy Department at the Education Authority. Medium Term planning is evaluated every half-term. Teachers evaluate their short term planning daily/weekly to inform future planning. All plans are kept in a file in each class and copies of Medium Term Planning are saved into folders on the computer and are reviewed and monitored by the Numeracy Co-ordinator.

Levels of attainment are recorded annually for each pupil and passed on to the next teacher.

Approaches to learning and teaching of Mental Mathematics:

- Interconnections between developing a bank of known number facts, an increasing range of calculations and an increasing range of mental calculation strategies.
- Time allocation for Mental Mathematics each day.
- Use of games Four in a row games, Game 24 etc.
- Use of ICT.
- Assessment of Mental Mathematics.
- Progression for Mental Mathematics within and across year groups

Approaches to learning and teaching in Number:

- Understanding the number system – counting, sequencing, place value, fractions, decimals, percentages.
- Calculations – four operations and their relationships.
- Strategies to encourage understanding of operations, not just ability to compute answers.
- Application of calculation skills in mathematical problem solving, across the curriculum and in real-life situations, especially in selection of operation(s) required.
- Application of financial capability skills.

Approaches to learning and teaching in Measures:

- Progression: direct comparison of two objects, more than two objects, measuring using non-standard units, recognising need for standard units, measuring using standard units.
- Strategies used to enable children to develop accuracy in estimation before measuring.
- Use of practical activities.
- Opportunities for children to select the appropriate measuring tools and units of measurement.

Approaches to learning and teaching in Shape and Space:

- Importance of practical experiences to investigate properties of shapes.
- Emphasis on naming shapes by reference to their particular properties.
- Exploration of position and movement in real life contexts.
- Systematic development of language from informal to formal mathematical definitions.
- Importance of experiencing irregular shapes as well as regular shapes.

Approaches to learning and teaching in Handling Data:

- Emphasis placed on the application of data handling skills to investigate and make decisions: identify a question, decide on information required, decide how to gather information, record and analyse information to answer original question, decide how best to display information.
- Systematic development of understanding of probability: from informal language to describe likelihood of events occurring, through formal language of increasing accuracy to numerical quantification of likelihood.
- Use of ICT packages to speed up process of constructing graphs and charts.

Approaches to learning and teaching in Processes:

- Progression of Processes skills development within and across year groups
- Opportunities for children to develop Processes skills e.g. through choosing materials and Mathematics required, using a range of problem –solving strategies
- Opportunities for children to plan their own work and work systematically
- Use of open - ended questions to encourage children to explain their thinking
- Opportunities for children to work collaboratively and to compare ideas and methods with others

Thinking Skills and Personal Capabilities/Cross Curricular Opportunities for Numeracy Development

We aim to develop Thinking Skills and Personal Capabilities and to make cross-curricular links.

-Pupils are encouraged to use their visual, auditory and kinaesthetic channels for better learning and a range of active learning strategies is used to engage children.

- Pupils are given opportunities to develop good social skills, to work effectively as part of a team, to develop oral language and oral skills. Thinking Skills and Personal Capabilities are threaded through many of everyday classroom activities.

- Teachers make good use of effective questioning to promote thinking and reasoning skills. Children are given opportunities to ask and answer questions, to predict, give reasons and express opinions, think about similarities and differences, sequence and order events and information.

-Teachers are aware of the importance of time to listen to children, and children are encouraged to listen to each other.

- Teachers model thinking strategies and pupils are encouraged to reason and think and consider all options and to give reasons for answers.

Resources

At Loughries Integrated Primary School we use the Education Authority Numeracy Scheme, and the following resources: New Heinemann Maths and Maths Plus Heinemann Word Problems. These resources are further supplemented by teacher-generated worksheets, games and ICT resources. Each teacher has the necessary equipment for their own class, which is stored in their classroom this includes a mental maths box for each class, larger equipment is stored in the PE Store, but it is the policy of our school that teachers co-operate and share equipment when necessary. All resources are readily available and accessible to children to help develop their mathematical skills.

The use of ICT

We aim to make the maximum use of I.C.T. across the curriculum to promote the pupils' Numeracy skills, as well as developing competence in I.C.T. skills. This involves the use of computers, Beebots, I-Pads and the Interactive White Board. Access to the resources are available on C2K.

-Pupils have opportunities to gain confidence in the use of I.C.T. and develop/reinforce the skills taught in class.

- Each pupil receives login details for SumDog and the school is entered each year into the Mental Maths competition.

Assessment and Target-Setting:

Assessment for Learning strategies is a key component of the Teaching and Learning in Numeracy. The Learning Intentions and Success Criteria are shared with the children. The marking strategies outlined in the school Marking and Assessment policies ensures the pupils' Numeracy experience involves discussing and reformatting their work for improvement. Ongoing monitoring of pupils' Numeracy skills is a key part of the teaching and learning in each class.

The Numeracy Co-ordinator engages in book monitoring of Numeracy class work related to the Action Plan each year. Teachers gather work samples for pupil portfolio in Numeracy and use this to gauge pupils' progress.

Use is made of data to inform classroom and whole school practice in Numeracy. We use a P1 Baseline assessment, end of year PTMS, CAT & end of Key Stage Assessments to inform future planning. Teachers evaluate Numeracy planners on a half termly basis. Assessments and plans can be viewed on the computer under Staff Medium Term Planners.

Teachers use the assessment tools outlined above to;

1. Identify pupils who are under achieving. Strategies for increasing their attainment are implemented and evaluated on a termly basis.
2. Identify pupils for whom extension and differentiation programmes are to be developed.
3. Identify key factors for their own teaching in the current year.
4. Consider areas of their own teaching that require training/ further development.
5. Set year on year targets for individual classes, key stages and whole school and areas for development.

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 based on a sound vision for the school.
- Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
- The 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 strategies needed to bring about improvement in Numeracy.
- Under the guidance of the Numeracy Co-ordinator, teachers identify underachieving pupils and set individual, class and whole school targets to raise achievement in Numeracy.
- The resources at the disposal of the school are managed properly and effectively to support high quality teaching.

The Co-ordinator monitors and evaluates effectively school Numeracy outcomes, Policy, Practices and Procedures and the Numeracy Action Plan.

At least one component of Numeracy features on each yearly strand of the School Development Plan. The components are determined following:

Whole school review

Co-ordinator training

Analysis of current attainment in Numeracy

Educational change and trends

The Board of Governors

Regular reports are made to the Governors on the progress of Numeracy provision and on the standards being achieved by the school.

Role of the Numeracy Co-ordinator

To lead the development of Numeracy throughout the school and report to the Board of Governors.

Responsibilities: The Numeracy Co-ordinator will:

Demonstrate expertise, enthusiasm and vision.

Promote self-evaluation in order to enhance the monitoring, evaluation and review processes.

Monitor, evaluate and record progress on the Numeracy Action Plan.

Ensure a regular review and update of the policy with all staff.

Encourage staff to use a range of learning and teaching strategies to best meet the needs of pupils.

Assist staff to avail of Numeracy courses to enhance their understanding and teaching of Numeracy.

To organise school-based INSET as required.

Provide guidance in the effective use of comparative performance data.

Encourage management to offer support for identification, dissemination and implementation of good practice in the learning and teaching of Numeracy.

Undertake on-going monitoring and evaluation at individual, class and whole school level.

Report to the Governors about the school's Numeracy development.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY:

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

- Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves: -
 - Numeracy information/Parent workshop.
 - Parent/teacher interviews -Verbal and written reports on pupil progress.
 - Homework activities.
 - Maths Fact book.

- The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.
 - The school uses its involvement in Numeracy cluster meetings effectively in developing communication and co-operation with nearby schools.
- Numeracy Co-ordinator attends meetings with the local Primary Schools Clusters.
- Good relationships and clear lines of communication are in place between the schools and the education agencies that support it.

CONSISTENCY WITH OTHER SCHOOL POLICIES

The content of the Numeracy Policy is checked to ensure consistency with other school policies for:

Assessment, Homework, Special Educational Needs, ICT, E safety, Literacy, Positive Behaviour and Pastoral Care.

MONITORING and EVALUATION of POLICY

The Numeracy Policy is:

Agreed with the Board of Governors.

Shared with parents.

Available to the general public via the school website.

Reviewed and updated every three years, in consultation with school stakeholders: staff, children, parents and Governors.