

Church Preen Primary School



Numeracy Policy

Introduction:

This policy affects all year groups in the school. It takes into account the Renewed Framework for mathematics and recent curriculum developments.

Vision Statement.

'A good mathematician at Church Preen 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

Aims:

The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

Children deserve:

- to be set appropriate learning challenges
- to be taught well and be given the opportunity to learn in ways that maximise the chances of success
- To have adults working with them to tackle the specific barriers to progress they face.

The Primary Framework for mathematics is designed to help practitioners, teachers, schools and settings achieve this ambition.

Curriculum Development and Organisation:

At Church Preenwe we follow the Renewed Framework for Mathematics which ensures continuity and progression in the teaching of mathematics.

The planning structure for each year is organised into five blocks. The structure is the same for each year group. A block is designed to cover the equivalent of 6 weeks or 9 weeks of teaching. 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

Teaching and Learning:

The curriculum is delivered by class teachers. In all classes children are taught in ability groups and work is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups/individual children are supported by Teaching Assistants.

Inclusion and Equal Opportunities:

All children are provided with equal access to the Mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Roles and Responsibilities:

The subject leader for Numeracy is responsible for the following areas:

- Ensuring understanding of the Renewed Framework amongst teachers, teaching assistants
- Keeping up to date with developments in Numeracy teaching.
- Observing colleagues and monitoring planning and quality of teaching.
- Leading by example in the way of teaching in own classroom.
- Preparing policy documents.
- Advising colleagues and helping to develop expertise.
- Encouraging the development of Numeracy activities that are appropriately differentiated and enable progress.
- Liaising with the Head Teacher, Deputy, Assistant Head and Governors as appropriate.
- Making purchasing decisions.
- Contributing to INSET training of staff.
- Regular reports are made to the governors and to the Numeracy Governor.

Subject Monitoring / Evaluation of provision:

The subject leader is responsible for monitoring and evaluating curriculum progress. This is done through; books trawls, planning scrutinies, lesson observations, staff discussions and audits of resources.

Pupil Assessment:

The Foundation stage profile is put on the computer at the beginning, middle and end of the child's time in Reception and progress can be shown through graphs to show progress.

Each class teacher is responsible for monitoring and evaluating the progress of their pupils Mathematics skills. Teachers use key objective tracking sheets and these are passed on from one year group to the next.

Times tables are monitored through regular testing and in years 3-6.

Curricular targets are used to individually monitor children's progress. These are focused on a particular area of Numeracy, in line with current needs/data analysis.

Children are also formally assessed at Year 2 and Year 6 according to SATs tests and tasks. The year 2 test results being based on teacher assessment and not on the results of the actual test.

Years 3, 4 and 5 also undergo optional SATs tests in mathematics.

A tracking system is used to closely monitor children's progress throughout the school. Teacher assessments are entered 4 times a year and it is closely analysed by the subject leader and intervention coordinator.

11. Health and Safety Issues:

Please refer to the school Health and Safety Policy.

Particular care is needed when working with pairs of compasses.

The Role of ICT in this curriculum area:

The effective use of ICT can enhance the teaching and learning of mathematics when used appropriately. When considering its use, we take into account the following points:

- ICT should enhance good mathematics teaching. It should be used in lessons only if it supports good practice in teaching mathematics;
- Any decision about using ICT in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- ICT should be used if the teacher and/or the children can achieve something

more effectively with it than without it;

- Useful suggestions as to integrating ICT into units of work is given in the planning section of the Renewed Framework.

Management Information:

Communication with staff is made through staff inset days, SLT meeting, weekly staff meetings/phases meetings and individual meetings with staff/Year groups. We also report back on courses to whole staff, phases or individuals, as appropriate.

Timetables for all classes and staff are located on the wall in the corridor by the staffroom. Resources are located either in the staff room, in the relevant bays areas, with individual Year groups or with the mathematics subject leader.

Resources are updated yearly after a full audit is carried out by the mathematics subject leader and all the staff.

Liaison:

To ensure consistency and progression in the Mathematics curriculum throughout the schools we currently:-

- Meet together regularly in separate phases to discuss current mathematics issues, look at planning and moderate.
- Discuss mathematics requirements in whole staff meetings
- Attend training in key stage or whole staff groups
- Pass relevant records of attainment and pieces of mathematics work up to next class teacher
-

Home / school links:

We see the relationship with parents very important in supporting their children's mathematics skills. We involve the parents in their children's learning by:-

- Providing regular parent's evenings which give them verbal and written information on their child's progress and their targets for the future.
- Providing an end of year report which outlines progress and attainment.
- Providing meetings to inform parents on how we teach mathematics and how they can help.
- Providing opportunities for Family Learning courses, where they learn how to help themselves and their children.
- Providing links to relevant Numeracy websites through our Learning Platform

16. Copyright:

We follow the county guidelines regarding software copyright and data protection. All software licenses are kept securely within school.