



## NUMERACY POLICY

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### Purpose

This policy is a statement of aims, principles and strategies for the learning and teaching of Numeracy at Scott Lower School. It will be reviewed every two years.

### Aims

At Scott Lower, the numeracy curriculum will:

- Build on previous experience, knowledge and understanding
- Allow children to develop concepts and acquire knowledge and understanding of all areas of the subject
- Encourage the development of an enquiring mind, analytical thinking and a logical approach.
- Allow all children to enjoy numeracy and achieve their potential irrespective of gender, ability or home language.

### Objectives

To fulfil the aims of the new National Curriculum for Maths pupils will be enabled to:

- Have a sense of the size of a number and where it fits into the number system
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- Use what they know to figure out answers mentally.
- Calculate accurately and efficiently, mentally and with pencil and paper, drawing on a range of calculation strategies.
- Recognise when it is appropriate to use a calculation and be able to do so effectively.
- Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them.
- Explain their methods and reasoning using correct, numerical terms.
- Judge whether their answers are reasonable and have strategies for checking them.
- Suggest suitable units for measuring and make sensible estimates of measurement.
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.
- Explain properties of 2d/3d shape, position, direction and movement.

### Management and Organisation (Key Stage 1 and 2):

- Numeracy is taught in classes throughout the school.
- Practical equipment is located within each classroom and is an integral part of many lessons.
- The reliance on this decreases with the age of the children. However, less mathematical children will require equipment, throughout the school.
- Work is recorded and marked in line with the school marking and assessment policies.
- Where appropriate links are made with the creative curriculum to allow children the opportunities to links in different areas and further consolidate skills.

### Management and Organisation (Foundation Stage):

Numerical understanding is developed through stories, games, songs and imaginative play, so that children enjoy using and experimenting with numbers.

- A wide range of activities is provided which focuses on mathematical development and draws out mathematical learning, appropriate to the Early Learning Goals.

- The practical activities are underpinned by the children's developing communication skills.
- Support is given to children whose first language is not English so as to develop mathematical language.
- Assessment is through observation and it is used to inform planning.

#### Equal Opportunities:

Resources are examined for any bias to ensure inclusion of all children.

- Differentiated tasks are provided to ensure that the least mathematical are supported and the More Able Children are challenged.
- The ethos within the classroom is such that all children feel safe when verbalising their thoughts.
- A positive approach is adopted, especially with less confident children.

#### Assessment:

Work is assessed in line with the School Assessment Policy.

- Differentiated numerical curricular targets are set for children and displayed in all classrooms (years 1 - 4).
- Half termly pupil progress meetings monitor progress towards these curricular targets.
- Pupil Progress meetings also provide the opportunity for individuals' progress to be tracked and those children needing additional support are identified, this facilitates effective intervention. It also allows the monitoring of groups, including the vulnerable groups and also the high achievers.
- Years 1 - 4 use APP as a means of ongoing assessment to plan for the next steps in learning.
- Foundation stage staff uses 'Development Matters' as a means of ongoing assessment to plan for next steps in learning.
- SATs are administered in Year 2.

#### Homework:

Homework is set in line with National Guidelines. Years 3 and 4 receive a weekly homework and Years 1 and 2 are set appropriate tasks as required.

#### Parents:

Parents are encouraged to take an active interest in their children's learning. Numeracy targets are shared at Parent's Consultation evenings and parents are all informed about the Numeracy the children will be covering each term through the curriculum newsletters.

#### Governors:

There is a named linked governor for Numeracy. Governors are kept informed of policy changes and standards and involved in the development of strategies across the school. Our Linked Governor makes regular monitoring visits and undertakes pupil perception interviews.

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#### Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

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## Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Equality Act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons.