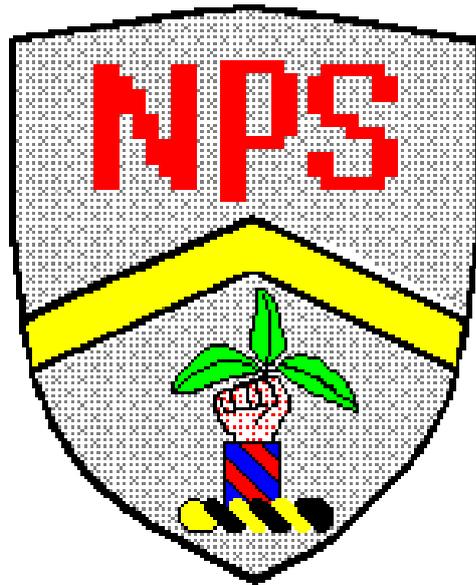


Nettlesworth Primary School



Numeracy

A statement of policy
Feb 2020

Nettlesworth Primary School NUMERACY POLICY

At Nettlesworth Primary School we believe that Mathematics is a tool for everyday life. We strive to provide an education that enables children to leave our school with a mathematical competence that will equip them for their future.

It is our aim to develop:

- • a positive attitude towards Mathematics and an awareness of the fascination of mathematics
- • competence and confidence in mathematical knowledge, concepts and skills
- • an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- • initiative and an ability to work both independently and in cooperation with others
- • an ability to communicate in Mathematics
- • an ability to use and apply Mathematics across the curriculum and in real life situations
- • an understanding of Mathematics through a process of enquiry and experimentation.

TEACHING AND LEARNING

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- • practical activities and mathematical games
- • problem solving and reasoning
- • individual, pair, group and whole class discussions and activities
- • open and closed tasks
- • a range of methods of calculating eg mental, written and using a calculator
- • working with computers as a mathematical tool.

Our staff have high expectations of all children, irrespective of ability, and encourage them to be successful and achieve their full potential.

Where teaching assistants are available, they are used to support individuals or groups, either within the class or withdrawing them for intervention strategies.

CROSS-CURRICULAR ISSUES

Throughout the whole curriculum, opportunities exist to extend and promote Mathematics. Teachers seek to take advantage of all these opportunities within the new National Curriculum.

TEACHERS' PLANNING AND ORGANISATION

The approach to the teaching of mathematics within the school is based on:

- • a daily Mathematics starter
- • a Mathematics lesson every day
- • a clear focus on direct, instructional teaching and interactive oral work with both the

whole class and smaller ability groups

- • progression within a topic over a period of time, leading to application of skills.

Each class teacher organises a daily lesson for Mathematics of an age appropriate length.

Lessons are planned based on the New Curriculum 2014 alongside teacher assessment grids. This planning enables teachers to plan for pure and mixed age classes with a range of abilities.

Teachers of the Reception children, base their teaching on objectives in the EYFS.

DIFFERENTIATION

This should be incorporated into all Mathematics lessons and can be done in various ways:

- • **Stepped Activities** which can be accessed at different steps, supporting and challenging all.
- • **Common Tasks** which are open ended activities/investigations where differentiation is by outcome.
- • **Resourcing** which provides a variety of resources depending on abilities eg counters, cubes, 100 squares, number lines, mirrors.
- • **Grouping** according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme and usually at no more than three levels.
- • **Support** where teachers and teaching assistants support groups or individual children to access activities at a level appropriate but challenging.

SPECIAL EDUCATIONAL NEEDS

Children with SEND are normally taught within the daily Mathematics lesson. When additional support staff are available to support groups or individual children, they may withdraw small groups. They have a tailored curriculum appropriate for their ability with specific outcomes being targeted from their SEN support plan.

Within the daily Mathematics lesson teachers not only provide activities to support children who find Mathematics difficult, but also activities

that provide appropriate challenges for children who are high achievers in Mathematics.

EQUAL OPPORTUNITIES

All children should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In the daily mathematics lesson, we support children in a variety of ways. For example:

- • repeating instructions
- • speaking clearly
- • emphasising key words
- • using picture cues
- • playing mathematical games
- • encouraging children to join in counting, chanting, finger games, rhymes etc.

INTERVENTION

Children who are working below or above their expected level, not making sufficient progress or to further raise their expectations are targeted for intervention programmes. These are led by teachers and administered by staff during specific timetabled sessions.

PUPILS' RECORDS OF THEIR WORK

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

Exercise Books for Recording

It is school policy that the following pattern is used:

- Mental starter and daily mathematics activities recorded in Numeracy exercise book

KS1: 1 cm squares (as appropriate)

Year 3: 1 cm squares

Year 4/5/6: 7 mm squares (as appropriate)

Presentation

- • All children are encouraged to work neatly when recording their work.
- • The short date is used in all Mathematics books
- • All Mathematics is to be recorded in pencil/pen (as appropriate)
- • Date and Learning objective should be underlined using a ruler
- • When using squares, one square should be used for each digit
- • When drawing lines, eg shape, written methods, a ruler should be used.

MARKING

The school marking policy is followed for the marking of numeracy (refer to Marking and Feedback Policy).

ASSESSMENT AND RECORD KEEPING

Ongoing Assessment

Throughout a topic, teachers continually assess children and adapt their planning to reflect this so that teaching is challenging but appropriate to the stage of the child.

Formal Assessment

Teachers level all pupils half termly using teacher assessment and termly tests to support this (following an assessment timetable). The results of these assessments are recorded in cohort tracking files.

REPORTING TO PARENTS

Parents are given the opportunity to discuss their child's progress at two parents' evenings during the year but understand that the school's 'open door' policy enables them to address concerns throughout the year. During parents' evening, parents are given the opportunity to look at their children's work and discuss this with the class teacher.

Reports are completed before the end of the summer term. Teachers use the information gathered from their assessments to help them comment on individual children's progress.

MONITORING AND EVALUATION

The Numeracy coordinator is released as required from their classroom in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of Mathematics throughout the school and enables the co-ordinator to support teachers in their own classrooms.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

RESOURCES

Practical resources which are not used or required regularly are stored centrally and accessed by teachers at the beginning of a topic.

Practical resources that are used regularly in Mathematics lessons are stored in classrooms.

Staff resources are stored centrally and accessed by teachers where necessary.

HOMEWORK

In the school's Homework Policy (refer to Homework Policy), it states that a minimum of one piece of numeracy homework is to be sent home each week. Children are also encouraged to regularly practice multiplication facts at home.

ROLE OF THE CO-ORDINATOR

- • To take the lead in policy development.
- • To support colleagues.
- • To monitor progress in Mathematics – eg leading staff CPD, scrutiny of work, analysis of

formal assessment data.

- • To take responsibility for the choice, purchase and organisation of central resources for

Mathematics, in consultation with colleagues.

- • To liaise with other members of staff to form a coherent and progressive scheme of

work which ensures both experience of, and capability in, Mathematics.

- • To be familiar with current thinking concerning the teaching of Mathematics, and to

share information with colleagues.

- • The co-ordinator will be responsible to the Headteacher and will liaise with the named link Governors.