

HOLY FAMILY PRIMARY SCHOOL  
MAGHERAFELT



**NUMERACY  
POLICY STATEMENT**

## NUMERACY POLICY STATEMENT

We, the staff at Holy Family Primary School, teach Mathematics because it is enjoyable and an essential tool for life. We believe that Mathematics has a vital importance in the school curriculum because of its utilitarian, educational and pleasurable values. It is understood by all staff that Mathematics and Numeracy are one and the same, as defined in the DENI School Improvement Programme and the NEELB'S Numeracy Policy.

Our Aims are:

- to encourage the effective use of mathematics
- to develop the ability to think clearly confidently and logically
- to develop in the pupils personal qualities of perseverance
- confidence, independence and co-operation with others
- to enable all pupils to experience success and pleasure through practical activities
- to enable pupils to communicate effectively through the medium of mathematics
- to foster an understanding of mathematics through a process of enquiry and experiment
- to encourage mastery of basic mathematical skills and knowledge
- to develop financial capability
- to encourage the use of ICT to support the teaching of mathematics
- to encourage parents to become involved in their children's learning

### RESOURCES

#### Personnel

While as a staff we recognise the responsibility which each of us has in developing Mathematics, our Co-ordinator will be responsible for the development of Mathematics in our school.

#### Equipment

Money is made available to class teachers, who are responsible for ordering Maths resources for their classroom.

The Co-ordinator is responsible for maintaining and monitoring shared resources.

Within Foundation Stage and Key Stage One, resources are not kept centrally, instead each teacher has built up an amount of concept building materials for use in her own classroom.

In Key Stage Two there is a central maths resource cupboard, which holds sets of games and some large equipment. Each teacher is supplied with a list of these resources. To monitor the location of this equipment, teachers will complete a borrowing sheet when taking items from the store.

In all Key Stages, teachers endeavour each year to augment their supply of Mathematics resources and materials. A requisition list of essential and desirable concept building materials has been provided to each key stage.

#### Printed Matter

The school is currently using guidance materials/ideas from the Numeracy Strategy training throughout the school and Heinemann – Books 3 – 5 (Year 4 – Year 7) as the core scheme. Other commercially produced textbooks will be used to supplement this, refer Appendix 1.

Throughout upper Key Stage 1 and Key Stage 2 current timetables, catalogues, plans, price lists, menus etc. will be used to promote the real life aspect of Mathematics.

#### I.C.T. Resources

As already stated, I.C.T. is important in supporting the teaching and learning of Mathematics.

Each class presently has at least one computer and a timetabled session in the I.C.T. suite. A number of rooms are equipped with Interactive White Boards. All Mathematics software is listed in Appendix 2.

Details of school broadcasts which support teaching and learning are listed in Appendix 3.

## **CLASSROOM MANAGEMENT**

We will ensure our pupils have a variety of Learning Experiences in Mathematics lessons. These will include:

- Asking and answering questions
- Use of mathematical language
- Practical activities (doing and observing)
- Play
- Exploring and investigating (choosing appropriate materials/equipment)
- Open-ended problems
- Estimation
- Prediction
- Mental Maths work
- Reading, drafting and recording
- Calculator work
- Use of I.C.T.
- Games, puzzles, songs, rhymes and stories
- Use of the environment
- Broadcasts

The Teaching Strategies used will include practical teacher demonstration, individual, paired, group and class teaching. Clear learning intentions will be discussed at the beginning of each lesson, success criteria agreed upon and the active involvement of pupils in their own learning will be sought through the use of effective questioning, Assessment for Learning strategies and pupil reflection. Teaching will actively promote Sharma's Levels of Knowing – Intuitive, Concrete, Pictorial, Abstract, Application and Communication. These teaching strategies will match: the level of understanding of the pupil, the age and ability of the pupil, the nature of the topic and the available resources.

Teachers endeavour to balance mental computation and pencil and paper methods with practical investigation and co-operative work. Teachers have planned for and will implement daily mental strategies to develop quick recall of number facts, understanding of the number system, approximating and calculating.

Planning will show a range of teaching approaches to cater for different learning styles.

## **CONTINUITY AND PROGRESSION**

In our planning we intend to ensure that pupils have experiences across each of the five Aspects of Numeracy and through the different levels. Progression is ensured by using the Lines of Development with the content taken from Northern Ireland Curriculum; Primary documentation. Continuity is ensured by the whole staff agreement on:

- mathematical language and conventions
- compatibility of teaching approaches
- development of schemes of work
- appropriate teaching strategies
- classroom organisation
- resources and materials
- assessment and recording procedures.

## **MONITORING AND EVALUATING**

Monitoring and evaluating are integral parts of the teaching and learning in our school and are the responsibility of all members of staff. The co-ordinator will oversee the progress we are making towards fulfilling our aims. This will be achieved through:

- Regular reviews of the Numeracy Action Plan
- A checklist of which Aspects of Numeracy are being taught
- Reviewing schemes ensuring that continuity, progression and differentiation is evident
- Review by the co-ordinator of teachers' planning
- Sharing of good practice
- Evaluation of pieces of work (internal standardisation)
- Examining standardised test results
- Displays of work
- Formal Mathematics meetings
- Keeping a record of equipment borrowed from the central store

The evidence, which we gather through these monitoring procedures, will be evaluated regularly in order to inform future planning. We view assessment as an integral part of the teaching process. We will try to ensure that the pupils' work is of a high standard and that these standards are evaluated, maintained and, in identified areas, improved upon. We intend to do this through:

- Standardised test results
- Class/topic/end of term tests
- Formative assessment procedures
- Internal standardisation procedures
- Observation of practical activities
- Discussion with pupils
- Quality marking of pupils work
- Regular, detailed and comprehensive information given to parents about pupil's achievement and progress
- Involvement in N. Ireland Numeracy Strategy.

## **USING MATHEMATICS ACROSS THE CURRICULUM (inc. I.C.T.)**

Mathematics contributes to many other subjects of the curriculum. Other subjects can provide the opportunity to develop and enhance mathematical skills and knowledge. Mathematics also makes a significant contribution to the development of more general skills such as communicating, reasoning and problem solving. Opportunities for developing Mathematics across other subjects are being exploited and have been incorporated into the Schemes of Work.

ICT is an integral part of the planning and delivery of the Mathematics curriculum. Details of the part it plays in supporting the teaching and learning are included in the Schemes of Work.

## **HOME/SCHOOL LINKS**

Parents will be kept informed of the progress of their children and how to participate in their education. They will also be made aware of issues of interest to them concerning developments within the school or the wider educational field. This will be done through:

- Informative and helpful remarks when marking work
- Well chosen homework activities (see Homework Policy)
- Parent/teacher interviews in Term 2
- Written Pupil Profile in June
- Corridor displays
- Encouraging parents to meet with teachers to discuss difficulties or problems hampering the progress of their child in Mathematics
- Informing parents of the school's attainment in Numeracy

## **DIFFERENTIATION AND EQUAL OPPORTUNITIES**

In line with the Code of Practice, the special needs of individual pupils will be catered for by the class teacher. Effort is made to ensure that Mathematics work is carefully differentiated, enjoyable and challenging to meet the needs of all, including those children from diverse linguistic and cultural backgrounds. Teachers take into account the information they receive from previous teachers, as well as their own observations and assessments, when deciding on the most appropriate tasks for each pupil. The staff are committed to providing equal opportunities for boys and girls and pupils with disabilities and they endeavour to build confidence, ensure enjoyment and offer praise and encouragement for all pupils.

## **THE WAY FORWARD**

In the academic year 2008/9, we will place greater emphasis on Mental Maths and further our use of I.C.T. in the teaching of Numeracy, stipulated as 'Areas of Development' in the co-ordinator's overview following internal standardisation procedures March 2008.

We intend to make greater use of the outcomes of the variety of assessments used in Numeracy to inform planning for development. We will put into place Action Plans for each year group to focus on their particular areas for development as highlighted in the assessments of June 2008.

We will further imbed the rationale of the Revised Curriculum in our teaching of Numeracy as 2008/9 sees the completion of INSET training.

**SUPPLEMENTARY SCHEMES**

- Year 1:** Heinemann Number Zoo  
Maths Quest Stimulus Pictures  
HBJ Big Book of Maths
- Year 2:** Maths Chest  
Heinemann  
100 Maths Homework Activities
- Year 3:** Heinemann  
Maths Chest  
Steps
- Year 4:** Cambridge Maths
- Year 5 :** Steps  
Ginn – Books 1 and 2 (level 4)  
Mental Arithmetic- Introductory Book  
Scottish Mathematics – Stage 2&3
- Year 6 :** Oxford - New Mastermaths Book 2  
Collins – Practice In Basic Skills  
Steps
- Internet – [www.primaryresources.co.uk](http://www.primaryresources.co.uk)
- Year 7 :** Mastermaths books 2, 3& 4  
Mental Arithmetic Books 3 & 4  
Folens Tests Books 4, 5 & 6