

**Planning**

Numeracy should be planned in a long term (backdrop) planner for the year and in teacher's weekly planners for their maths groups. Weekly planners should include LIs, Activities & Resources to be used.

The EAC Numeracy progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years. Number Talks progressions planners should be followed as recommended.

Moderation activities should be planned with CfE Level partners throughout the academic year. A formal moderation activity for numeracy should be planned, delivered and documented through Terms 2 & 3 in line with the moderation policy/timetable.

**Resources**

NumberTalks is the main resource for teaching mental maths strategies.

Heinemann Active Maths and Numicon are the other main resources for other aspects of maths.

The school has an extensive range of additional resources available to complement/supplement the teaching of numeracy. Each classroom holds the relevant textbooks and resources for that stage. Large resources (e.g. for measure) are stored in the main school store.

Each class/stage has been allocated a range of concrete materials and a wide range of innovative resources to inspire and motivate learners in numeracy lessons and ensure that lessons are active. Whilst text books and worksheets are necessary for consolidation of skills, these should be used with care and planned for within a wider variety of activities.

ICT (e.g. HAM online games, Sumdog) should be used to reinforce learning and the opportunity to learn outdoors or through IDL should be planned regularly.

## Numeracy

**Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, questioning, plenaries and day to day learning including: mental maths strategies, fluency (number bonds, times tables etc.), thinking it through, reasoning & problems solving.

Periodic summative assessments should be undertaken and formally recorded including : HAM 'Question Banks' Assessments, WhiteRose Maths Assessments, EAC Numeracy Toolkits (P2, P3, P5, P6) and SNSAs (P1, P4, P7).

High Quality Assessment Opportunities should be planned and used each term to allow learners to apply their learning in new and unfamiliar contexts and to promote higher order thinking skills. These types of assessments should be used for any moderation activities.

All forms of assessment will inform teacher judgements. This should be recorded in the tracking and monitoring system throughout the year in line with the T&M timetable. Assessment information should also be passed on at transitions.

**Pedagogy**

Specific mental maths strategies from NumberTalks should be taught and meta-cognition using these strategies encouraged. A programme of work is specified for NumberTalks that sets out the weekly strategies to be presented each week.

The EAC Numeracy & Maths strategy is integrated approach to teaching numeracy & maths and includes: a NumberTalk challenge; recap of prior knowledge; explicit LIs and SC; direct teaching; learning experiences and activities (collaborative & independent); plenary & reflection.

**Key Messages:**

Visualisation is key; Don't rush to formal recording—keep it practical; Use thinking jotters; Know starting points and destinations; Depth is needed at each level of progression; Links and connections are made; Mental maths strategies need taught and practised; Whole school maths language is used; Ensure consistency across the school; Displays are focused and relevant.