

# Mount Carmel Primary School



## Whole School Numeracy Policy

## 1. Rationale

At Mount Carmel PS, we believe that Numeracy is a vital life skill that enables children to make sense of the world around them, apply logical reasoning and develop problem solving skills. At Mount Carmel PS we aim to provide high quality learning experiences that promote confidence, curiosity and a deep understanding of number, shape, measure and data.

Our school's approach to Numeracy is guided by the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child has the right to a high-quality education that development their abilities to the fullest (Articles 28 and 29).

This policy sets out our approach to the teaching and learning of numeracy and mathematics across the school, ensuring consistency, progression, and high expectations for all learners.

## 2. Aims

At Mount Carmel PS we aim to:

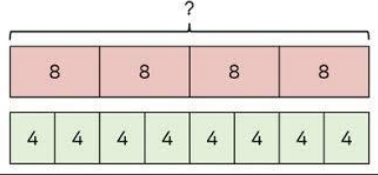
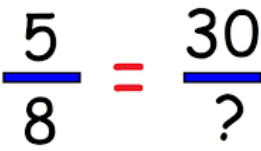
- Develop secure conceptual understanding through the **Concrete – Pictorial – Abstract** approach (explained under Teaching and Learning)
- Foster enjoyment, curiosity and confidence in mathematical thinking
- Enable all children to apply mathematical understanding in real life contexts
- Use formative assessment and teacher judgement/observation to inform next steps.

## 3. Teaching and Learning

- The school follows the East Ayrshire Numeracy progression framework to ensure comprehensive coverage of numeracy and mathematical skills from Early to Second level.
- Numeracy lessons follow the Mount Carmel Gold Standard Lesson
- Teachers use a variety of resources such as White Rose Maths, Active Maths, TeeJay and Scottish Heinemann Maths to structure and plan lessons, ensuring clear progression and revisiting of key concepts.
- Lessons promote fluency, reasoning and problem solving in equal balance

## Concrete – Visual – Abstract (CVA)

The CVA approach, **concrete**, **visual**, **abstract**, is a powerful teaching method that helps children build deep, lasting understanding in numeracy.

| Concrete                                                                                                                                                                                 | Visual                                                                                                                                                                       | Abstract                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners explore new concepts using hands on manipulatives (e.g. Numicon, base 10, counters, cubes)<br> | Learners represent ideas through drawing, bar models, number lines and visual supports.<br> | Learners use formal symbols ( $\times$ , $+$ , $-$ , $=$ ) once conceptual understanding is secure.<br> |

## 4. Lesson Structure

All numeracy lessons follow the Mount Carmel Gold Standard lesson criteria.

While lessons may vary, a typical numeracy session includes:

- **A Mental starter/Number talk** to build fluency and reasoning
- **Teacher input** introducing or revisiting a concept through CVA
- **Guided or Independent Practice** with differentiated challenges
- **Plenary/Reflection** to consolidate learning and assess understanding

Where required, Pupil Support Assistants will provide support for smaller groups with their independent practice.

## 5. Resources

Our main teaching and learning resource is White Rose Maths, which provide clear progression and structure for numeracy across all the stages. Teachers also use additional resources to support or consolidate learning. These include:

- Practical manipulatives (Numicon, counters, Dienes blocks)
- Online and interactive maths tools

- Problem solving and reasoning tasks from other trusted schemes
- Real life contexts and cross curricular applications

## **6. Assessment**

Teachers used a variety of assessment tools to identify next steps such as:

### **Ongoing classroom assessment**

- |                        |                          |
|------------------------|--------------------------|
| • Learner observations | • Written work           |
| • Practical tasks      | • Peer Assessment        |
| • Discussions          | • Self-Assessment        |
| • Hinge questions      | • Exit tickets/questions |

### **Formative Assessments**

- |                                                                 |                        |
|-----------------------------------------------------------------|------------------------|
| • White Rose Maths, Teejay,<br>Heineman end of unit assessments | • National Assessments |
| • Teacher made assessments                                      | • SNSA (P1, P4, P7)    |
|                                                                 | • GL Assessments       |

Our aim is for assessment to be positive, continuous, and supportive. It should celebrate success, identify next steps/support required and help every child be a confident mathematician.

## **7. Tracking and Monitoring**

Teachers use the East Ayrshire tracking system for Early, First and Second level to track pupil progress, ensuring pace and challenge. Individual pupil attainment in Numeracy is tracked and monitored termly and discussed between class teachers and SLT, using a range of formal assessments to confirm professional judgement.

Progression through East Ayrshire Numeracy Progression planners is tracked to ensure appropriate pace and challenge. An additional support plan may be started for children with specific educational needs, with long-term and termly targets identified and reviewed to ensure needs are met.

## **8. Inclusion and Support**

- Differentiation is achieved through scaffolding, use of manipulatives, guided support and extension tasks
- The CVA approach supports accessibility for all learners, including those with additional support needs
- Pupils requiring additional support will work as a raising attainment group or with a Pupil Support Assistant
- Support for challenge is planned through reasoning and problem-solving opportunities

## **9. Professional Development**

Staff engage in ongoing professional learning around numeracy pedagogy. The Numeracy Lead attends authority lead meetings and good practice is shared through collegiate sessions.

## **10. Links with home**

At Mount Carmel we believe that learning is most effective when there is strong partnership between school and home. We keep parents and carers informed about maths through:

- The Welcome to our class sessions
- Homework and Learning tasks
- Pupil Progress Meetings
- Learner Journal uploads
- Blog posts
- Maths Week Scotland
- Sharing the Learning

## **11. Policy Review**

This policy will be reviewed every two years, or sooner if there are significant or school level developments in numeracy and mathematics teaching.