This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland guidance.

Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.
Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

Rationale

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Numeracy and Maths Principles and Practice Paper

In Our Lady of the Missions, we recognise the importance of numeracy and mathematics in everyday life and the numeracy and mathematics programme in our school aims to provide all pupils with a solid grounding in the basic skills of mathematics (including mental maths strategies) so that they can use and apply these skills across the curriculum and in a wide variety of real life, relevant contexts.

- ***Excellence through raising attainment:*** *ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and*
- ***Achieving equity:*** *ensuring every child has the same opportunity to succeed.*

National Improvement Framework 2015, Vision

Improving attainment in numeracy and maths, closing the attainment gap and ensuring that the skills our young people develop will support them in their future learning, life and work are key objectives in the Local Improvement Plan as informed by the National Improvement Framework. We also take account of the advice from the Making Maths Count Group Report taking account of the drive towards:-

Transforming public attitudes to maths; improving confidence and fluency in maths for children, young people, parents and all those who deliver maths education to raise attainment and achievement across learning and promoting the value of maths as an essential skill for every career.

Read, Write, Count Report 2016

Aims

The numeracy and mathematics programme aims to:

- Have consistent methodology which addresses the experiences and outcomes of Curriculum for Excellence from Early through to Third Level.
- Promote enjoyment and enthusiasm for maths.
- Develop a range of mental strategies.
- Provide a progressive skills development with opportunities for pupils to revisit, consolidate and extend learning (skills planner)
- Develop confidence and competence in using and applying mathematical skills in a variety of contexts, familiar and unfamiliar
- Develop the ability to solve problems through enquiry, reasoning and decision making in a range of contexts.
- Provide opportunities to encourage creative thinking in maths through development of higher order thinking skills, e children to acquire skills in mathematical thinking.
- Enable children to understand and appreciate the importance of mathematics in everyday life.
- Encourage children to work actively and cooperatively and demonstrate creativity, initiative and independence.
- Ensure that children understand, develop and use the language of mathematics.

Principles

Teachers plan a differentiated programme to meet all pupil needs and to interest and motivate pupils to continually improve their numeracy and mathematics skills through effective:-

- Use of the seven principles of Curriculum for Excellence - challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance
- sufficiently differentiated and challenging activities in which all pupils can achieve success
- stimulating and positive experiences which will motivate and inspire pupils.
- high expectations for the mathematical attainment of pupils.
- use of digital technologies to engage, extend and support learning and teaching
- use of feedback and pupil involvement in making decisions about their learning
- playful pedagogy
- outdoor classroom
- inter-disciplinary and cross-curricular learning especially in STEM subjects
- rigorous assessment, recording and tracking of pupil progress to inform next steps in learning and teaching
- early identification of pupils requiring additional support providing a range of experiences allows for different rates of progression as outlined in the St Ninian's Cluster Gradient of Learning.
- professional dialogue and moderation across classes, stages and schools
- transition and cluster development working including associated nursery, primary and secondary partners
- partnerships with parents to encourage involvement with their child's education

Monitoring/Self Evaluation

Promoted staff and Senior Management Team (SMT) monitor the implementation of the policy throughout the school and work with all stakeholders to self-evaluate and plan for improvements using HGIOS 4.