



# Hillview Primary School: Numeracy and Mathematics Policy

## Introduction

This policy builds on national best practice, East Renfrewshire Council and Education Scotland guidance.

## 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

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](#).

- **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

Advice from the [Making Maths Count](#) Group Report is also considered.

*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

## Aims

Learning in Numeracy and Mathematics will:

- promote enjoyment and enthusiasm for maths.

Pupils will:

- develop a range of mental strategies.
- 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.
- acquire skills in mathematical thinking.
- understand and use the language of mathematics.

Teachers will:

- have high expectations for the mathematical attainment of pupils.

- provide all pupils with opportunities to develop skills and understanding (including mental maths strategies) that they can use and apply across the curriculum and in a wide variety of real life, relevant contexts.

## **Planning**

Teachers plan a differentiated programme to meet all pupil needs and motivate them to continually improve their numeracy and mathematics skills. Class teachers plan using ERC's Numeracy and Mathematics framework which is linked to the benchmarks. All planning is completed using shared OneNote files to allow all staff working with a class to contribute to planning and assist collaboration. The skills for each level should be highlighted using the appropriate colour for each term.

Planning should:

- include opportunities for pupils to revisit, consolidate and extend learning.
- consider the seven principles of Curriculum for Excellence - challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance.

Planning to ensure meaningful transitions will include cluster development working, including associated nursery, primary and secondary partners. In June, professional dialogue between staff should support transitions between stages.

## **Learning and Teaching**

Numeracy and Mathematics should be timetabled for at least 400 minutes per week.

Learning and teaching in Numeracy and Mathematics should feature:

- daily number practice giving pupils the opportunity to explore and extend their understanding of number.
- opportunities to encourage creative thinking in maths through development of higher order thinking skills
- links to the importance of mathematics in everyday life
- opportunities for children to work actively and cooperatively and demonstrate creativity, initiative and independence.
- stimulating and positive experiences which will motivate and inspire 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 learning
- inter-disciplinary and cross-curricular learning, especially in STEM subjects

Work in jotters should be set out as specified in the jotter policy, available within the staff handbook.

## **Additional Support Needs**

Support for specific pupils will be given where appropriate. This may include working in a smaller group or individual support from a teacher or PSA. At times, details of targets and support techniques will be detailed on Child Wellbeing Plans.

## **Engaging with Parents and Carers**

To achieve the best outcomes for our pupils, partnerships with parents should encourage involvement with their child's education. Progress in Numeracy and Mathematics will be discussed with parents during the twice-yearly parents' evenings and reported in the annual summative report.

## **Resources**

A wide range of resources are available for teaching and learning in Numeracy and Mathematics. These resources will be used as appropriate to support learning.

Understanding the value of using concrete materials in developing understanding is critical, and a wide range of manipulatives are available in every classroom for pupil use. A regular audit of these materials and CLPL opportunities for staff should ensure best practice across learning.

### **Assessment**

Rigorous assessment, recording and tracking of pupil progress will inform next steps in learning and teaching. Assessment should focus on pupils' knowledge and understanding, skills and attributes in relation to all aspects of Numeracy and Mathematics. Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. Assessment should also link with other areas of learning and a range of holistic assessment approaches should be used.

### **Monitoring and Evaluating**

The SLT will track and monitor pupil progress through:

- audit of planning and assessment and evaluation documents
- review of data collected from standardised tests
- professional planning and tracking dialogue with staff
- pupil dialogue and jotter monitoring
- child wellbeing plans (certain pupils)
- professional dialogue and moderation across classes, stages and school

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