A rich and supportive learning environment

 will support a skilful mix of a variety of

approaches, including;

* Development of problem solving capabilities

and critical thinking skills

* Use of concrete, pictorial and abstract materials
* Flexible grouping to allow for differentiation and independence
* Active learning and planned, purposeful play both within and outside the classroom
* Use of relevant contexts, familiar to pupils’ experiences
* Appropriate and effective use of technology
* Building on the principles of Assessment is for Learning
* Collaborative learning and independent thinking
* Emphasis on children explaining their understanding of concepts, informed discussion and communication.
* Developing metal agility
* Using technology in appropriate and effective ways
* Making frequent links across the curriculum

As they apply their knowledge and understanding of key concepts to solve problems and challenges, learners:

• Work collaboratively

• Analyse, interpret and evaluate information given

• Carry out practical activities

• Present mathematical findings

 Lesson plans, powerpoints and resources stored on

St Mungo’s Cluster Numeracy and Mathematics Teams. https://teams.microsoft.com/\_#/discoverResources can be found in Staff share area

The main number schemes used are TJ and Heinemann, stage appropriate textbooks and workbooks can be found in each class.

Numicon resources are available, they are stored in the mobile classrooms.TJ assessments are available in textbooks to assess the end of each topic and the shared area to assess the end of a level.

Useful websites:

<https://www.youcubed.org>

<https://www.nrich.org>

<https://nzmaths.co.nz/problem-solving>

<https://www.tes.com/teaching-resources>

<https://education.gov.scot/improvement/learning-resources>

<http://www.insidemathematics.org/>

The Numeracy and Mathematics Pathway should be used to inform planning, teaching and assessment.

 The pathway and overview of topics to be taught at each stage are available on Staff Share and Teams. There are 15 broad organisers.

Focus on the level you are teaching, do not print the whole pathway for planning purposes.

Highlight the pathways of learning as you cover them and

date the areas you have assessed.

Numeracy and mathematics can be taught as a discrete subject

or as part of an interdisciplinary topic.

Plan for learning and not the use of a resource.

Assessment in numeracy will focus on children’s knowledge and understanding of key mathematic concepts in all 15 organisers.

Teachers can gather evidence of progress as part of day-to-day learning, and specific assessment tasks will also be important in assessing progress at key points of learning.

Pupils may have:

• Written evidence - WRITE

• Created a model - MAKE

• Contributed to mathematical dialogue - SAY

• Carried out a mathematical activity- DO

Holistic assessment including the application of skills can be used to assess understanding.