



Numeracy and Mathematics Policy

Castleton Primary School



Our Aims

It is our aim at Castleton Primary School to prepare all our learners with the range of mathematical skills, abilities and knowledge they need for life, learning and work.



Castleton Primary fully embraces the Glasgow Counts Mission Statement:

We want our young people to engage with mathematics and build their comprehension of the subject across the curriculum. Society requires young people who are sophisticated mathematical thinkers, pattern spotters and problem solvers therefore we aim to empower our young people as mathematicians. We aim to provide opportunities for learning that promote deep engagement with all areas of Mathematics. Our purpose is to offer a better way to build mathematical understanding in and beyond our classrooms.

Glasgow Counts Framework

- These lines of progression have been developed to support practitioners in their planning and delivery of Numeracy/Mathematics
- These trackers can be accessed via the Glasgow's Improvement Challenge Glow page
- The framework captures all elements of the curricular area and breaks down each concept into a series of progressive learning intentions, informed by Education Scotland's Es & Os and Benchmarks
- Trackers allow practitioners to monitor progress across levels and supports transition between stages
- The strategies and approaches pages will support practitioners own professional development

Problem Solving, Reasoning and Fluency

- Curriculum for Excellence supports a problem solving approach and opportunities to develop fluency and reasoning skills
- Problem solving and application of concepts must be at the heart of our teaching and learning experiences
- Chat that Counts/Number Talks happens daily to support the development of these three aspects



At Castleton our key messages are to:

- Use Glasgow Counts Framework to plan, prepare and assess all Numeracy and Mathematics learning
- Use the Concrete, Pictorial and Abstract approach to develop conceptual understanding
- Implement Glasgow Counts strategies to meet the needs of all learners
- Develop problem solving, reasoning and fluency
- Create mathematical mind-sets
- Engage in high quality discussion to develop confidence and understanding





Numeracy and Mathematics Resources, Interventions & Planning/Assessment Tools Castleton Primary School



Planning using Glasgow Counts Trackers

- Glasgow Counts trackers are used to plan and assess (these can be accessed via the GIC Glow Portal under Glasgow Counts or can be found in 'Our Establishment')
- The trackers are used at all points of planning, termly, weekly and daily and this supports practitioners to plan a cohesive and well balanced Numeracy/Maths programme
- At Castleton we have colour coded planners which inform our planning to ensure progression and challenge
- Natural links should be made where appropriate with colour coded planners supporting staff in this process

Mathematics Tracker: Primary 1				
Topic	Term 1	Term 2	Term 3	Term 4
Money	Identify coins and notes and their values up to £2	Put them in order of value up to £2	Use up to £2 to buy items from a shop	Use up to £2 to buy items from a shop
Measurement	Use simple measuring tools to measure length, mass and capacity	Use simple measuring tools to measure length, mass and capacity	Use simple measuring tools to measure length, mass and capacity	Use simple measuring tools to measure length, mass and capacity
Time	Read and draw the time on a clock face	Read and draw the time on a clock face	Read and draw the time on a clock face	Read and draw the time on a clock face
Length	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols
Mass	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols
Capacity	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols	Compare and describe the lengths, heights, mass and capacity using words, language and symbols
Performance & Relationships	Describe simple patterns involving objects, shapes and numbers	Describe simple patterns involving objects, shapes and numbers	Describe simple patterns involving objects, shapes and numbers	Describe simple patterns involving objects, shapes and numbers
Shape	Recognise 2D shapes and 3D objects according to various criteria, eg. straight lines, flat and curved	Recognise 2D shapes and 3D objects according to various criteria, eg. straight lines, flat and curved	Recognise 2D shapes and 3D objects according to various criteria, eg. straight lines, flat and curved	Recognise 2D shapes and 3D objects according to various criteria, eg. straight lines, flat and curved
Angles, Symmetry and Transformation	Understand and correctly use the language of position and direction, including a four-pointed star, right, left, right, forward and backward to solve problems in assessment games	Understand and correctly use the language of position and direction, including a four-pointed star, right, left, right, forward and backward to solve problems in assessment games	Understand and correctly use the language of position and direction, including a four-pointed star, right, left, right, forward and backward to solve problems in assessment games	Understand and correctly use the language of position and direction, including a four-pointed star, right, left, right, forward and backward to solve problems in assessment games
Statistics Handling and Analysis	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry

Numeracy Tracker Primary 1				
Topic	Term 1	Term 2	Term 3	Term 4
Counting and Addition	Count objects in groups of up to 10	Count objects in groups of up to 10	Count objects in groups of up to 10	Count objects in groups of up to 10
Subtraction	Subtract objects in groups of up to 10	Subtract objects in groups of up to 10	Subtract objects in groups of up to 10	Subtract objects in groups of up to 10
Multiplication and Division	Multiply objects in groups of up to 10	Multiply objects in groups of up to 10	Multiply objects in groups of up to 10	Multiply objects in groups of up to 10
Fractions, Decimals and Percentages	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry	Identify, describe and create symmetrical patterns with one line of symmetry



Resources

- Each class has a vast range of resources, with an inventory for each stage available on Our Establishment within Numeracy folder
- Concrete and pictorial support is available to all learners during all lessons
- Leckie Textbooks are available for P2-7 to support with assessment of concepts



Assessment

Standardised Assessment:

- P1, P4 and P7 complete SNSA at agreed points in the Assessment Calendar
- P2, P3, P5 and P6 complete MALT assessment in Term 3

Formative Assessments:

On-going observations, effective questioning, learner feedback, learning conversations and a range of self/peer assessments are used to establish strengths and next steps

Castleton's Maths Programme should include:

- Daily opportunities to share Mathematical reasoning through Chat that Counts/Number Talks
- Routinely provide concrete materials or pictorial examples
- Opportunities to discuss different strategies, encouraging children to have 'multiple representations' of a concept on whiteboards or on jotters
- Focus on improving efficiency of Numeracy and Mathematics strategies
- Appropriate balance of Numeracy and Mathematic topics across the week
- Be differentiated to meet the needs of all learners
- Weekly written evidence of work in jotters
- Consideration is made to Glasgow's Pedagogy during the planning of learning and teaching

