

# St Ignatius' Primary School & Nursery Class



Faith ~ Honesty ~ Achievement ~ Inclusion ~ Respect

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## Numeracy and Mathematics Policy

### Rationale

Mathematics plays an essential role in everyday life, helping learners make sense of the world and manage real-life situations confidently. Mathematical learning enables children to model, interpret and analyse information, solve problems, assess risk and make informed decisions.

Our approach to Numeracy and Mathematics supports children in becoming successful learners, confident individuals, responsible citizens and effective contributors. We recognise that children have the **right to an education that develops their talents and abilities to the full (UNCRC Article 29)** and that high-quality mathematics education is central to this aim.

Mathematics also supports children in developing the skills they need for life, learning and work, helping them understand its impact on society in the past, present and future.

### Aims

From Early Level onwards, we aim to ensure all children:

- experience success and develop confidence in mathematics
- feel empowered to take risks, ask questions, challenge ideas and explore alternative solutions
- enjoy exploring mathematical ideas and explaining their thinking in a variety of ways
- engage in collaborative learning that supports logical and creative reasoning

Our policy reflects **children's right to express their views and be involved in decisions about their learning (UNCRC Article 12)** and their **right to high-quality education (UNCRC Article 28)**.

### Pupil Experiences

Learners will experience all areas of the Numeracy and Mathematics curriculum from Early to Second Level, as outlined in Curriculum for Excellence.

#### **Number, Money and Measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money and financial education



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- Time
- Measurement
- Mathematics in society (past, present and future)
- Patterns and relationships
- Expressions and equations

### Shape, Position and Movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

### Information Handling

- Data and analysis
- Ideas of chance and uncertainty

### Teaching approaches will include:

- direct and interactive teaching
- digital and ICT-enhanced learning
- collaborative and peer learning
- problem-solving and investigative tasks
- mathematical games
- mental agility development
- opportunities for creativity and reasoning

Teachers will use misconceptions and errors as **positive learning opportunities**, supporting children to deepen understanding.

This aligns with **UNCRC Article 29**, ensuring learning experiences develop problem-solving, creativity and critical thinking.

### All pupils will be supported to:

- develop secure understanding of mathematical concepts and apply them in varied contexts
- engage with abstract concepts and new forms of reasoning
- understand mathematics' impact on society and its relevance for the future
- develop essential numeracy skills for full participation in society
- build strong foundations for further learning and future careers
- recognise that independent living requires financial awareness, scheduling skills and money management
- interpret numerical information to draw conclusions, evaluate risk and make informed choices
- apply skills logically and creatively to solve problems in contexts meaningful to them
- appreciate how technology can enhance understanding and increase accuracy

These aims support pupils' **right to be prepared for responsible life and future opportunities (UNCRC Article 29)**.

### Assessment and Reporting

Assessment is continuous and includes:

- observation
- oral questioning and discussion
- written tasks



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- practical activities
- digital evidence where appropriate

Assessment informs planning, progression and next steps in learning. Learners with additional support needs or those requiring extra challenge will be supported appropriately, reflecting **UNCRC Article 23 (support for children with disabilities)** and **Article 29 (personalised development)**.

Progress is monitored by the class teacher and the Senior Management Team through ongoing dialogue and review.

Reporting to parents/carers takes place through:

- October and March Parent/Teacher meetings
- Informal and formal meetings when required
- Learning Logs
- End of Year Report in June

This supports families' **right to be informed and involved** in their child's education (UNCRC Article 5 & 18).

### Resources

A range of high-quality resources is used across the school to support learning.

#### **Early/First Level**

- Numicon
- Scottish Heinemann
- TeeJay Maths
- Number Talks
- SEAL Programme
- Problem Solving in Action
- The Number Box
- NLC Interactive Maths
- CPA (Concrete, Abstract, Pictorial)

#### **Second Level**

- Scottish Heinemann
- TeeJay Maths
- The Number Box
- NLC Interactive Maths
- Maths Comprehension Cards
- CPA (Concrete, Abstract, Pictorial)

Additional resources such as Numicon and Number Box are provided to support pupils experiencing difficulties with early number concepts. A wide range of interactive digital tools also supports conceptual understanding and mathematical fluency.

This reflects **UNCRC Article 28**, ensuring equitable access to high-quality learning tools.

### Review and Evaluation

Our school is committed to continuous improvement and regularly reviews practice to ensure high-quality learning and teaching.



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This policy will be discussed with staff during collegiate time and reviewed regularly to ensure alignment with:

- Curriculum for Excellence
- national guidance
- best practice in numeracy and mathematics
- the United Nations Convention on the Rights of the Child

**Next review date: January 2028 (or update to current cycle).**

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