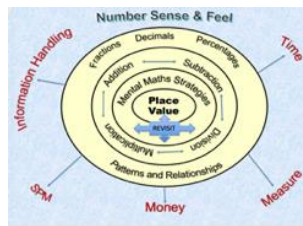




**POILEASAI DH AIRSON DEAGH THEAGASG ANN AM
MATAMATAIGS AGUS ÀIREAMHACHD**
**A POLICY FOR EFFECTIVE TEACHING and LEARNING IN
MATHS and NUMERACY**



Mathematics equips us with many of the skills we need for life, learning and work. Consequently, understanding the part that mathematics plays in almost all aspects of life is crucial.

It is our aim at Bun-sgoil Chondobhrait/Condorrat Primary to develop the range of mathematical skills, abilities and knowledge that they need for life, learning and work for all our children.

WHEN ENGAGED IN QUALITY LEARNING EXPERIENCES we want our children to:

- **develop positive attitudes** to and confidence in maths, demonstrating a 'have a go' attitude and understanding that mistakes are a valuable learning opportunity.
- be immersed in learning experiences and activities which are **relevant to everyday life** both indoors and in our outdoor environment.
- **make connections** within maths, numeracy and across other areas of the curriculum, using their knowledge of how numbers work and the processes involved to become **mathematical thinkers**.
- develop a **depth of understanding** enabling the successful and appropriate identification, transfer, and **application of skills** in a variety of real-life situations and **contexts**.
- acquire a ' Toolkit ' of a **range of strategies** for calculation and problem solving, enabling personalised approaches to the application of maths.
- be actively engaged and use the **language of maths** to explain their thinking, reason logically and reflect upon **strategies** used.
- **record mathematically** in a range of ways to demonstrate their understanding of processes and how they **visualise** calculations and problems.
- use a **range of technology** to support, enhance and extend understanding, recording and mental agility.

- explore a **range of problems to solve** which will enable them to apply different skills and strategies and share their thinking with others.
- use appropriate **visual concrete and pictorial tools** to give depth to learning, especially in developing more abstract concepts.

Underpinning the Maths and Numeracy curriculum will be a specific focus on using and applying the **5 key mental maths strategies** across all year groups/stages. This will enable children to build a sense and feel for number and number process and make links to other aspects of Maths e.g. in the application to Measure, Time, Money and Information Handling

What does progression in Numeracy look like?

As numeracy is progressively developed across children's learning, there should be opportunities for learners to experience **breadth, depth and challenge**.

Our Maths and Numeracy curriculum design reflects the **values, principles and purposes** of Curriculum for Excellence. It will provide opportunities for children to think deeply about mathematical ideas, construct their own understanding and use their existing skills and knowledge in different contexts to solve problems.

In planning, teachers will:

- set out clearly what pupils are expected to learn using guidance from our maths progression planning.
- plan for a range of learning experiences, teaching approaches and use of resources.
- include how differentiation will be achieved.
- identify possible interdisciplinary links and numeracy across the curriculum.
- identify the focus for assessment ensuring a balance of formative, summative and diagnostic assessment and a range of evidence.
- use evaluations in line with the Benchmarks and the children's responses to inform next steps in planning.
- moderate evidence using the moderation cycle.

Learning and Teaching

Key features of numeracy and mathematics sessions will include:

- **clear learning intentions and success criteria**, co-constructed with the children where appropriate.
- evidence of our **skills-based** approach to learning.
- encouraging children to **select and apply strategies and processes**.
- formative assessment strategies used to teach, clarify understanding, review, with a strong emphasis on **mathematical talk**.
- appropriate **pace of learning** is in place and **high expectations** maintained.
- problem solving and mental strategies as **integral** to Maths sessions.
- relevant **home learning** is given as appropriate to complement class sessions.
- effective use of a **wide range of resources** to support and challenge children.
- effective **praise and feedback** to encourage and motivate children.
- evidence of children's **mathematical recordings** as well as adult - visuals for support (See Big Books for each concept).