**Wishaw Academy Primary School**



**Numeracy Policy 2021**

**Working Document & Guidelines**

**Numeracy Vision Statement**

At Wishaw Academy Primary School we aim to;

1. Develop a positive attitude to mathematics as an interesting and valuable subject.
2. Achieve transferable mathematical skills, the ability to reason and solve problems, and a well-developed vocabulary.
3. Provide time and opportunities to explore mathematics using a range of concrete, abstract and pictorial resources.
4. A range of learning strategies where children can express ideas fluently and talk about the subject using mathematical language.
5. Ensure that children enjoy challenging Maths and embrace our school motto – ‘resilience’. The ability to persevere and show determination is at the core of what we want to achieve.

**(Building the Curriculum 1)**

In Wishaw Academy Primary School we believe that Maths and Numeracy has an integral role in our everyday lives. To maximise individual achievement and attainment, our intention is to inspire children to have opportunities to engage and experience Mathematics and Numeracy through participation in a range of learning contexts that are relevant to them and will develop their talents and abilities to the fullest. We believe our pupils should be nurtured, ambitious and included in their learning, to become successful learners, confident individuals, effective contributors and responsible citizens. This will enable children to demonstrate and apply a wide range of mathematical and numerical skills in real-life contexts.

**Our Aims**

Curriculum for Excellence has made us raise our expectation for numeracy higher than previously. We must raise the quality of maths and numeracy and promote lifelong learning opportunities. In Wishaw Academy Primary we will give children the opportunities to explore number through a variety of resources, teaching strategies and active learning situations.

We want children to experience a curriculum for mathematics and numeracy that contains planned learning experiences that underpins the 7 principles, offering challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

In Wishaw Academy Primary we aim to enable pupils to –

* Acquire skills in mathematical thinking with a supported network of concepts, facts and strategies.
* Develop confidence in using numeracy and mathematical skills to enable children to make connections and informed predictions within real-life situations.
* Interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned valuations and informed decisions.
* Apply skills and understanding creatively and logically to solve problems and a variety of contexts.
* Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts of number and maths.
* Identify and apply a variety of strategies that develops problem solving skills, such as logical reasoning, analysis, creativity and the ability to think in abstract ways.

**Curriculum Planning and Design**

At Wishaw Academy Primary we are committed to preparing children for their adult lives and the future challenges they may face. We ensure our pupils are provided with the experiences, knowledge, tools and support to help them solve problems and work together. Children at Wishaw Academy have a curriculum for mathematics and numeracy that contains planned learning experiences that offer challenge, enjoyment, breadth, depth, progression, coherence, relevance and personalisation. Learning is differentiated to ensure each child is working to the best of their ability and achieving their personal goals. Through rich learning experiences, pupils at Wishaw Academy can continue to develop in the four capacities and take responsibility for their own learning.

**Whole School Approach**

There is an emphasis on interactive maths as a main vehicle for learning. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.



We also value Getting it Right for Every Child, therefore our teaching approaches should challenge and stimulate children and promote their enjoyment of mathematics. Our children’s opinions are always sought after as this ensures that they have a voice in what makes a great learning experience in maths and number. To achieve this, every class teacher will provide an interactive, rigorous, systematic and structured approach based upon the principle that there are four core skills that lie at the heart of all Numeracy.

**Teaching & Learning**

At Wishaw Academy Primary School we provide a coherent flexible and enriched maths curriculum which takes account of all learners’ needs and capabilities. All children should be engaged and motivated to learn in an active and stimulating environment. Clear structure, planning and assessment should build on previous knowledge and ensure all children are engaged in the learning process. Differentiation should be planned and implemented as part of the learning and teaching. Learning intentions and success criteria should be discussed with the children before the lesson, during the lesson and during the plenary to establish impact and inform children’s next steps.

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| Approx. Time | Activity |
| 5 minutes | Learning Intention and Success Criteria – displayed and discussed. |
| 10 minutes | Mental Maths – fun, active to recall numeracy facts. |
| 15 minutes | Mental Agility – Through classroom conversations, explore strategies to solve problems. |
| 30/ 40 minutes | Direct Teaching – teaching of each group is supported and extended by an activity and a written task. |
| 10 minutes | Plenary – Revisit learning intention and success criteria.Teacher / Self / Peer assessment. |

**Resources**

Teachers at Wishaw Academy Primary School will use a variety of resources to ensure a consistent approach in learning and teaching across the school. Core resources within the school include Active Heinemann, TeeJay, Leckie & Leckie, SEAL, Number Talks and staff should feel free to enhance these programmes when planning learning experiences for their classes. Teaching approaches should challenge and stimulate children and promote their enjoyment of mathematics. To achieve this, teachers will use a mixture of the following approaches:

* Build on prior learning
* Planned active learning promoting interaction between learners
* Linking Maths concepts to I.D.L themes
* Using both indoor and outdoor environment
* Using technology in appropriate ways
* Ensuring learners understand the purpose and relevance of what they are learning
* The promotion of Higher Order Thinking Skills
* Use of AiFL strategies

The teaching of mathematics will also be supported using online resources including Sumdog and I.D.L Maths as well as various online activities and games deemed beneficial by the class teacher. The use of Number Box and Catch Up Numeracy can also be implemented as small group and individual maths interventions.

**Assessment and Recording**

As well as using their own professional judgement and looking for evidence through contextualised learning, staff will undertake regular checks in children’s learning in a variety of ways. Staff will assign their class with the relevant assessment. Checkups will be implemented at the discretion of the teacher. To establish a baseline for children, MaLT assessments will be carried out at the start of the year (Primary 1’s carried out in November). Children requiring support should be highlighted, discussed and appropriate steps taken to meet their needs.

The data gleaned from these assessments should be interrogated and inform the class teacher and child’s next steps. Staff should ensure a good balance of formative and summative assessment throughout each term to help build up an accurate picture of each child’s progress, which will be shared with parents and carers.

**Monitoring and Review**

Wishaw Academy Primary promotes an ethos of sharing good practice and welcomes opportunities for colleagues to observe, reflect and discuss the impact of the learning and teaching within a lesson. The provision of rich numeracy experiences as part of the day to day leaning and teaching will be closely monitored by our Senior Management Team (SMT). Learning experiences, jotter monitoring and tracking and monitoring meetings will be carried out throughout the year. The SMT will ensure that staff has frequent opportunities to reflect on practice, progress and concerns.

**Transitions (Pre-school/Within Primary/Secondary)**

Wishaw Academy provides children with the opportunity to participate in SEAL activities to promote numeracy at early level and ensure continuity as the child progresses within Primary 1. Every child is provided with a Sumdog account and login details to develop their Maths skills in school and at home. During transitions, all nurseries provide key information about each child in relation to experiences of early mathematics and to identify any concerns regarding early level benchmarks. To ensure a smooth transition between stages, all staff complete comprehensive transition notes for the next class teacher and are given the opportunity to pass on information during scheduled transition meetings. The school has strong links with the local high schools, Coltness and CVHS, there are transition meetings and visits which allows the mathematics staff to work with pupils.

**Partnerships**

Wishaw Academy Primary is keen to promote partnerships that enhance the learning for pupils in mathematics and all other curricular areas. The school acknowledges that partnerships underpin the mathematical policy in practice:

* Partnership between the pupil and class teacher will be essential for learning to progress with each being clear on their part in teaching and learning.
* Partnership working between pupils is encouraged when appropriate, with the teacher having overall supervision of the activity.
* Collaboration between class teacher and SMT to ensure planning of GIRFME Plans targets pupils’ learning appropriately.
* Partnership with parents/carers will be encouraged through regular communications including Parent Teacher consultations, written reports, sharing of assessments, Mathematics Open Day, Twitter and informal discussions with teachers.
* Partnership with other agencies will be identified and used when/where appropriate to support the learning of all pupils.

**6**