

Section 1 - Aims

'Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.'

(Curriculum for Excellence, Principles and Practice)

In Sound Primary School we have a commitment to ensuring that our learners are equipped with the numeracy skills which are required in the 21st century.

Numeracy and mathematical skills are at the core of learning, and using a progressive programme learners in Sound Primary School are supported in making links to numeracy in all that they do.

Our staff work in a collegiate manner to ensure that standards are shared across the school, in line with the Education Scotland benchmarks for Numeracy and Mathematics. We work together to plan, assess, track and evaluate learning across the Broad General Education. Our learners understand that numeracy is important and our aim is for them to independently transfer their numeracy skills across all areas of the curriculum.

The parents and carers at Sound Primary School are encouraged to take an active role in their child's learning.

Our Numeracy Policy is built around the principles of the Northern Alliance Numeracy and Mathematics Learning Progressions and our aims mirror those within this key document. This promotes and supports effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity.

Our core aim is to ensure that all learners develop the numeracy and mathematics skills they need to achieve success in life, learning and work. Our Numeracy Policy will:

- support and enhance planning and assessment, based on skills, knowledge and understanding
- provide staff with a structured progression for learning and teaching
- enable the sharing of standards within schools, clusters and across, and between, authorities
- enable the development of skills for learning, life and work
- facilitate the process of monitoring learners' progress and achievement.

Section 2 - Systems

Quality learning and teaching

Rich and supportive learning environments are in place and are enhanced by a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect modelling and scaffolding the development of mathematical thinking skills;
- learning collaboratively and independently;
- opportunities for discussion, communication and explanation of thinking;
- developing mental agility;
- building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning;
- developing problem-solving capabilities and critical thinking skills;
- frequently asking children to explain their thinking;
- use of relevant contexts and experiences, familiar to children and young people;
- using technology in appropriate and effective ways;
- making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts;
- promoting an interest and enthusiasm for numeracy.

Numeracy Working Group

The Numeracy Development Team is represented by staff within the school who work across the CfE Levels. It will meet to review our Numeracy programme to ensure that it continues to reflect current development and good practice. It will seek the ideas, skills and expertise of all staff to continually enhance our programmes.

Planning and Tracking

Within Sound Primary School staff plan their Numeracy experiences using the Northern Alliance Progression and will begin to plan their holistic assessments using the Numeracy and Mathematics Benchmarks. This will allow for consistency across the Level. Pupil progress is tracked at individual class level to ensure coverage. Shared planning, assessment and moderation allow staff to work in conjunction with one another to develop and deliver high quality learning experiences.

Assessment

Individual learners assess their own progress and evaluate their learning against the success criteria for a lesson, or series of lessons. Staff work in conjunction with learners through formative dialogue and written comments to highlight strengths and plan for next steps. Learners' progress is recorded in a variety of ways and can be seen in jotters, on displays and through discussion with learners. Evidence of attainment is gathered through the inclusion of completed work at all levels in Pupil Profile Folios. In addition to a Pupil Progress meeting in October and written reports in December and June, progress is shared with parents at a Learner Led event in March. Staff engage with the Education Scotland benchmarks to plan assessments and utilise the Scottish National Standardised Assessments to confirm teacher judgements at key points of transition, i.e. P1, P4 and P7.

Transitions

Nursery to P7

Transition discussions take place on an annual basis across the school from Nursery to P7. Teachers comment on individual learner progress in line with our Numeracy progression pathway. Tracking documentation is discussed as pupils move from one stage to the next.

P7 to Secondary School

A transition programme between cluster schools and the Maths department at the Anderson High School has been developed and is implemented and reviewed annually. This involves P7 teacher's liaising with AHS staff and carrying out a diagnostic assessment which is shared with the AHS maths department. Individual needs are discussed with the link Pupil Support teacher and visits between the maths department staff and P7 teachers happen annually. Relevant information about each pupil is shared with the Anderson High School at the end of P7. The following will be shared with relevant staff:

- pupil reports
- tracking and monitoring information
- P7 profile
- Results of P7 diagnostic assessment
- SNSA results
- Primary/Secondary transfer form for pupils with additional support needs

Transitions will be appropriate to each pupil's needs. Planned transitions for pupils with additional support needs will begin 12 months before the pupil is due to move to the AHS.

Individual Programmes

Our teachers plan progressive programmes for learners in line with their individual ability. Learners are involved in discussions regarding their progress throughout the school. Class Teachers, Additional Support Needs (ASN) teachers and Learning Support Workers work with learners to provide them with additional support and resources to access the full curriculum, in addition to supporting those learners who require challenge.

Section 3 - Structure of Numeracy Programmes

The following documents and resources are used to support our Numeracy programme:

SHM scheme 1-7 (Correlation between this, progression pathways and benchmarks)

Teejay Maths

Northern Alliance Numeracy & Mathematics Progression pathways

SEAL

Numicon

Number Talks

Numeracy Workout

Timestable Rockstars

Links are made to Digital resources and outdoor learning

Section 4 - Understanding Standards

Planning and Tracking

Within Sound Primary School staff plan their Numeracy experiences using the Northern Alliance Numeracy and Mathematics Learning Progressions (Pathways) and plan their holistic assessments using the Numeracy and Mathematics Benchmarks.

Shared planning, assessment and moderation allows for consistency within Sound Primary School. The work of the school's Numeracy Working Group ensures that all stages have access to resources that are transferable across the school, as well as resources that are specific to Stages and CfE Levels.

Through collegiate working, time is allocated to allow staff across the school to moderate pupil work using their FAM (Planning, Assessment and Moderation) plans and the Education Scotland benchmarks. We use this in conjunction with our tracking data and classroom visits to make a judgement on individual pupil attainment and progress.

The Senior Management Team work with staff to ensure that our learners have access to a consistent delivery of Numeracy experiences - tapping into the skills of our staff to develop Numeracy experiences across the school.

Learners with Additional Support Needs continue to work through individual programmes.

Section 5 - Supporting the Policy

We aim to continue to evaluate, adapt and modify our policy.

In reviewing our Policy, we will seek the views of our stakeholders through school based paper and online surveys, continual dialogue with pupils, staff and parents/carers, and evaluation of our attainment results.

In addition to the in-house professional development opportunities through The Numeracy Toolkit, staff will be encouraged, as mentioned in Section 4, to liaise with colleagues to share good practice within our school, our cluster and across the Authority. Staff will also be supported to take part in Authority led professional development opportunities tailored to their individual, the school or Authority priorities. Our staff cascade their new learning with colleagues, working in conjunction with the Numeracy Development Team.

Section 6 - The 4 Contexts for Learning

Our Numeracy Policy is organised through the 4 Contexts of Learning:

Curriculum Area and Subject-based learning

Section 3 highlights how Sound Primary School structures a progressive core Numeracy programme.

Opportunities for personal achievement

As they progress along their Numeracy pathways, learners have the opportunity to reflect on their learning, and take part in conversations to identify strengths and areas for development.

As we believe Numeracy to be at the heart of learning, we are confident that learners' Numeracy skills contribute to wider-achievement both within and outwith school. Learners have the opportunity to enjoy wider achievement in a range of ways.

Interdisciplinary Learning

At Sound Primary School it is expected that all staff, when planning with learners, incorporate learning for Numeracy in their interdisciplinary plans. We support learners in enabling them to transfer the skills that they have developed in core Numeracy programmes across all areas of the curriculum.

Ethos

Sound Primary School believes in Numeracy learning for life. We support our learners and their families to access the Numeracy curriculum using a range of activities. Our website shares ideas and suggested links to support parental engagement. We value Numeracy as a key which provides access to the whole curriculum. Learners take pride in their Numeracy learning, and through learning conversations they are encouraged to enhance the skills which will allow them to function in the 21st century, developing a sense of empowerment.

Section 7 - Evaluation and Improvement

Our Numeracy policy continues to grow and develop as a 'live' document and will be used to shape the Numeracy experiences across the school.

We seek feedback on our Numeracy programmes each year to ensure that learners are progressively supported and challenged, providing with the opportunities to experience success.

During tracking meetings, professional dialogue ensures any concerns are highlighted and appropriate interventions are put in place.

We will know the Numeracy policy is embedded fully when learners fully engage in and enjoy Numeracy across the curriculum, practitioners feel confident in supporting and challenging all learners in Numeracy, and our Numeracy attainment increases across the school.

