

The Numeracy Principles and Practices document states 'All schools, working with their partners, need to have strategies to ensure that all children and young people develop high levels of numeracy skills through their learning across the curriculum.' At Bent Primary School, we are committed to developing learners

Numeracy & Mathematics understanding and equipping learners with key numeracy skills for learning, life & work. We work collaboratively to provide high quality teaching and learning experiences for all by ensuring all Numeracy & Mathematics provision is of a consistent, high standard.

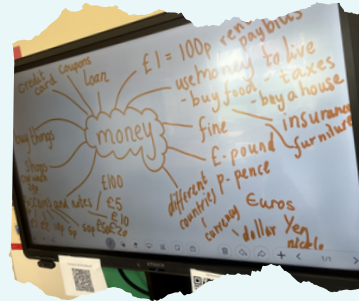
Bent Primary



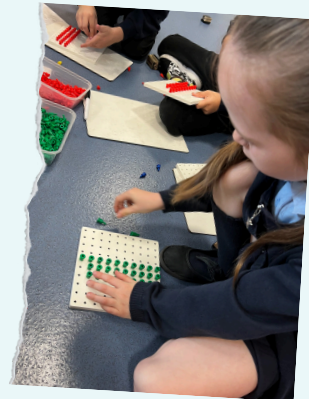
School

ICT is used to support our Numeracy & Mathematics provision and Home Learning promotes and utilises digital resources such as Sumdog.

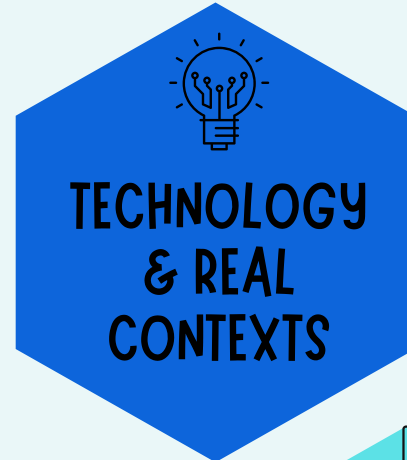
Linking with IDL ensures Numeracy across the Curriculum is achieved. Real life contexts for Numeracy are regularly explored eg. Money, Time, STEM challenges and enterprise activities. Play Pedagogy provides opportunity to independently explore Numeracy & Mathematical concepts.



- Learning conversations take place regularly.
- Feedback is given through self, peer and teacher assessments. It is specific to the Learning Intentions & Success Criteria.
- A consistent marking code is used throughout the school to ensure learners are clear on strengths and next steps.
- Achievements and successes are recognised and celebrated during weekly whole school assemblies.
- Regular updates are provided to parents verbally and through annual written reports.



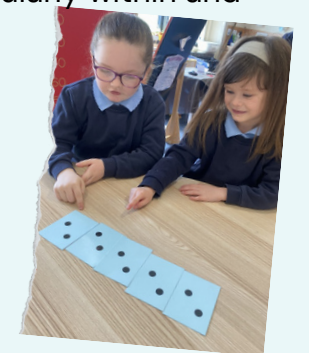
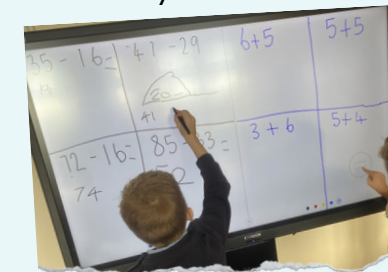
- Support staff are present within classes during Numeracy.
- Differentiated children's learning is planned through long term, medium term and weekly planning.
- Targets are set and reviewed regularly through learning conversations with teachers.
- Additional Support Plans are in place for children who require specific additional support.
- Targeted interventions are in place and specific, identified gaps are being addressed, ensuring equity for all.
- Concrete resources are available in the class to support all learners at all times.



**BENT PRIMARY
NUMERACY
POSITION STATEMENT
MAY 2024**



- Attainment of CfE Levels is determined by teacher professional judgement based on considering evidence of learning, benchmarks and summative assessments.
- Leckie assessments are used at the end of each CfE stage.
- Ongoing assessment data is used to inform planning and next steps.
- Moderation takes place regularly within and beyond school.



Our outdoor learning environment provides a range of opportunities to engage in Numeracy & Mathematics learning. Outdoor learning may involve transferring class based learning and skills during a specific learning experience, or it may come through the Continuous Provision available.

A 'Numeracy Shed' provides a dedicated storage space with resources to support outdoor learning for all stages, our pupils made suggestions on what resources they would like to have to enhance their learning in numeracy outdoors.



LESSON STRUCTURE



Each lesson should follow the same format:

1. Number Talks session (10-15 mins).
2. Sharing of Learning Intentions.
3. Modelling of concept being taught – using a range of learning and teaching approaches.
4. Co-construction of Success Criteria.
5. Differentiated direct teaching.
6. Learner activities – these do not need to be written activities every day.
7. Assessment.
8. Learning Review – whole class recap of LI and SC, identify next steps.

Planning documents incorporate Number Talks, Maths Recovery & Leckie in one programme.

ASSESSMENT AND INTERVENTIONS



- The Learning Framework in Number is used to assess learners numeracy skills.
- A gap analysis is then completed on assessments to identify specific areas for focus.
- Data across classes is then analysed and target learners are identified for intervention.
- Interventions are delivered using Maths Recovery pedagogy, in line with individual or group targets which come from LFIN assessments.
- Interventions will run for a 6-8 week block.
- Progress during interventions is tracked and monitored, a final assessment will be completed at the end of the block to assess progress.
- Class teachers will be informed of individual targets ensuring this is a focus during teaching.

NUMBER TALKS

123

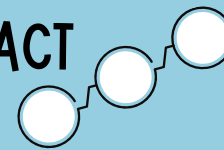
Early Level

- Focus on developing number sense and fluency to 20, subitising and making 10.
- Use of rek-en-rek, dot patterns, ten frame, bead strings and finger patterns.

First & Second Level

- Developing ability to connect mathematical properties and compute mental problems through the use of complex mental strategies.
- Learners develop skills in each mental strategy through a modelling block and an application block.
- Provides learners with the skill to 'weigh up' different strategies and select the most appropriate to solve a problem.
- Learners are encouraged to discuss and evaluate strategies with others with a focus on metacognition.

CONCRETE, PICTORAL & ABSTRACT



- All learners have access to concrete materials at all stages.
- A wide variety of materials are available at all times to enable individual learners to select the resources which best support them.
- An individual learner may fluctuate between concrete, pictorial and abstract, especially when beginning a new concept.
- Learning experiences provide opportunities, without insisting, for learners to move from concrete to pictorial and then on to abstract understanding.
- The most commonly used teaching materials include: Ten Frames, Ren-en-reks, Counting Beads, Base 10 Materials and Cubes.

NUMERACY AT BENT PRIMARY SCHOOL

Bent Primary



School

MATHS RECOVERY



- Numeracy teaching is built upon the 9 guiding principles of Maths Recovery.
- Learners work through the 5 Maths Recovery Domains:

1. Number Words and Numerals
2. Structuring Numbers
3. Counting, Addition and Subtraction
4. Two-digit Addition and Subtraction
5. Multiplication and Division

- Assessment and Instructional activities are used to determine where learners are, where they need to be, support learners to make that leap and assess their progress.
- Activities within Maths Recovery are designed to be interactive, engaging and support learners to move from concrete to pictorial then abstract stages of mathematical understanding.