



WOODPARK

PRIMARY SCHOOL

Numeracy and Mathematics Policy

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Woodpark Primary School

Numeracy and Mathematics

Position statement

At Woodpark we believe numerical and mathematical knowledge, understanding and skills to be one of the most important tools for life, learning and future work. Providing children with the highest levels of Numeracy and Mathematics they can possibly achieve is the responsibility of all and at Woodpark, we are committed to developing children's competence in numeracy and mathematics skills, equipping them for life beyond school.

Introduction

This policy has been developed to ensure that all adults at Woodpark are working together to promote numeracy and mathematics to enhance the future life, learning and work of all of our pupils.

The principles of curriculum design apply within Numeracy and Mathematics to enhance learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Rationale

At Woodpark Primary School we recognise that all our learners need to develop a broad range of mathematical and numeracy skills in order to maximise their life opportunities and quality. They need to develop confidence to recognise when and how to apply their skills in a range of situations, some of which are new to them and others more familiar. We are committed to providing all our learners with the tools necessary to function effectively in society, both for their benefit and the benefit of Scotland.

It is a very high priority for all adults at Woodpark Primary School to equip our learners with the confidence to recognise and fulfil their potential, and as such develop effective numeracy and mathematical skills. We are committed to providing our learners with the tools necessary to allow them to function effectively in society and achieve in excess of the minimum standards required (Scottish Survey of Adult Literacies, 2009) to function in a modern society. At Woodpark Primary School we work in accordance with Curriculum for Excellence Numeracy Across Learning and Numeracy and Mathematics Principles and Practice (CfE, 2009) and aim to ensure that all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes, pertinent to the age and stage of our learners, are fully addressed.

Vision (aims)

At Woodpark Primary School we are committed to:

- Fully addressing all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes from Early to Second level (and beyond, where this would be enriching and developmentally appropriate to the learner).
- Equipping children with competence in using arithmetical and mathematical processes as the foundation for confidence to play a full and effective part in society.
- Developing skills for successful independent living depends like measurements, schedules and managing money.
- Planning effectively for teaching to establish flexible, efficient and rapid numeracy skills, which are essential to successful learning across the curriculum.
- Developing effective contributors by building competence and confidence in our learners to apply their numeracy and mathematics learning in real life contexts.
- Differentiate effectively to meet the needs of all learners, incorporating personalisation and choice where appropriate.
- Provide progressive, broad, coherent and deep learning experiences that are relevant, challenging and enjoyable.
- Develop numerical and mathematical skills that enable our learners to function as a responsible and effective contributor in society.
- Developing a motivation to learn, investigate and solve problems.
- Provide opportunity for the development of important new kinds of thinking which can handle abstract concepts.
- Nurture positive and enthusiastic attitudes towards numeracy and mathematics.
- The skills to interpret numerical information appropriately and use it to draw conclusions assess risk and make reasoned evaluations.

Principles of teaching

- We use CfE Benchmark planners to plan effectively for addressing all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes from Early to Second level and track personalisation, breadth, progression, depth and coherence.

- We use Heinemann as a resource. This supports the structure of how we address all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes from Early to Second level.
- Big Maths and Maths on Track are used as tools to support the structure of how we address mental arithmetic, strategies and rapid mental recall as we are persuaded that these are important to delivering the outcomes and experiences of Curriculum for Excellence Numeracy and Mathematics from Early to Second level.
- All adults seek meaningful opportunities to extend numerical and mathematical knowledge and skills across the curriculum, raising awareness of the relevance of this learning in all curricular areas.
- At Woodpark Primary School we plan enriching contexts for children to apply skills and understanding creatively and logically to solve problems. Teachers match challenge carefully in order to motivate and challenge individuals and groups in order to develop resilience and develop their mathematical language for communicating effectively.
- In the early years there is a teaching day followed by a variety of learning opportunities for reinforcement and extension using structured play, Heinemann, games, I.C.T and Numicon.
- I.C.T is integral to our teaching and learning and teachers use it to enrich the experience of their learners.

Progression

Specific planning for mathematics and numeracy using school and authority progression planners is undertaken in the form of termly AiFL plans and weekly plans.

Throughout the delivery of numeracy and mathematics across the curriculum, we will ensure appropriate differentiation, support and challenge where necessary.

Children are closely monitored in a number of summative and formative ways to ensure they are supported with appropriate levels of progression. Progression is supported by the use of benchmark progression planners and regular assessment listed below.

Assessment

Assessment in Numeracy and Mathematics is continuous and closely monitored throughout the year. We use a variety of formative and summative assessments.

Teachers plan for assessment using AiFL planners termly to identify which outcome, experience and benchmarks are being assessed and which assessment would assess. Teachers at Woodpark Primary often use contextualised assessment tasks or problems to assess the ability of the children to apply their knowledge and understanding.

We use standardised Check Ups to monitor progress.

Scottish National Standardised Assessment (S.N.S.A) is undertaken in Term 4 at Primary 1, 4 and 7.

Learning Community developed confirmatory assessments are undertaken by P1-P7 pupils during term 4. Professional dialogue between the class teacher and S.M.T along with professional judgement will be used to decide which confirmatory assessment should be used with each child.