

St Anne's Primary School
NUMERACY POLICY.



This is the Numeracy policy agreed by the principal, staff and Board of Governors of St. Anne's Primary School. It reflects the philosophy and ethos of the school. In this document we attempt to examine the rationale behind the teaching of mathematics in St. Anne's Primary School as well as the nature and structure of that subject as it is taught to our pupils.

It may be useful to first ask ourselves why we teach mathematics at all. The question has been posed and discussed in just about every book ever written about maths. The following are some of the reasons, which appear in one form or another:

- Because of its value as a subject in its own right
- Because of its use in everyday life
- Because of its application to other subjects
- Because it can be enjoyable
- Because it can be used to analyse and communicate information and ideas
- Because it helps children work both co-operatively and independently

(These are not listed in order of importance)

Aims

- Pupils should experience a broad mathematical education and will be encouraged and supported to make acceptable progress according to their level and understanding of maths.
- Pupils should enjoy their experience of maths and develop a positive attitude towards it.
- Pupils should learn to work both independently and collaboratively.
- Pupils should have a sense of achievement in maths and make progress at each stage of their schooling.
- Pupils should be aware of the uses of maths beyond the classroom.
- Mathematical skills and knowledge should be accompanied by the quick recall of basic facts to help build up self confidence in computation by mental, pencil and paper and calculator methods.
- Through an appreciation of mathematical pattern, pupils should develop the ability to think logically, identify relationships and develop an appreciation of the creative aspects of maths.
- Pupils should be confident in their use of mathematical language.
- Pupils should become confident in the appropriate use of ICT to enhance their mathematics.

Delivery of the Numeracy Curriculum.

The content of the mathematics curriculum must:

“allow pupils to grasp the mathematics they will need for the future. It should enable them to understand concepts and develop skills, laying the foundation for them to cope with new forms of mathematics long after they have left school.”

(Proposals for the Mathematics Curriculum. P9)

The content is listed under the attainment targets. These are inter-related and inter-dependent and should ensure that a broad and balanced curriculum is taught to all age groups. Progression and continuity should also be ensured. The Processes AT in particular, cannot be taught in isolation but must permeate all aspects of maths.

Organisation.

Pupils.

Pupils are placed in mixed ability classes. Teachers will endeavour to cater for the needs of individual children by matching tasks to ability. Additional resources will be made available to cater for pupils of above or below average ability.

Classroom.

Within each class, the teacher will organise the physical layout of the classroom. From time to time a maths area or table could be organised to include interest-based activities, an investigation or mathematical display.

Teacher.

The topic being taught will determine the teaching approach and individual teaching style. A variety of teaching strategies will be used according to the situation. It is our aim to include opportunities for discussion between teacher and pupils and among pupils themselves. This can be fostered through appropriate investigations, games and puzzles. Teachers can employ a range of strategies within the classroom - whole class teaching, group and individual work should all feature as appropriate.

Opportunities will be given for the pupils to have access to a range of practical materials. Some of these are in the classrooms, but, due to the size of the school, a lot must be stored centrally and shared.

At all levels, the importance of developing appropriate mathematical vocabulary and language is recognised and encouraged.

Mental Maths

As an integral part of the maths curriculum, the development of mental skills and strategies will be emphasised at all levels. Time will be given to the teaching of appropriate strategies in each year group. Mental maths activities should provide opportunities to incorporate all areas of the maths curriculum.

ICT

The ICT within the classroom and computer suite will be seen as an aid to develop knowledge and understanding in mathematics work. Pupils will have opportunities to use a range of appropriate software, including databases, logo, mathematical programmes and adventure games. A number of Roamers are available for use by all classes.

A range of TV and radio programmes are available on tape and should be used appropriately to stimulate or further develop mathematics work. The maths co-ordinators will give further advice on request.

Calculators will be introduced towards the end of KS1 and then used in KS2 for a variety of activities e.g. place value, estimating and problem solving – to enable the pupil to concentrate on concepts rather than calculations.

Numeracy across other subjects.

Teachers will provide opportunities to utilise and develop appropriate links between maths and other subject areas within the curriculum and Cross Curricular Themes e.g.

PE – work on movement, direction and angles.

Science – data handling and measures

Art – patterns and shapes.

Cultural Heritage – opportunities to discuss/be aware of imperial measures and

pre – decimal currency.

Homework.

Homework will be set by the class teacher as a means of reinforcing work done in class and a method of communication with and involving parents in their child's mathematical development. It should be set and marked in accordance with school policies on homework

Assessment.

Recording is done through individual teacher's records. This is achieved through a number of methods:

- Continuous teacher assessment - including oral, mental and practical skills
- Year group tests
- Standardised tests (NFER 7-12 series)
- End of key stage assessment

Appropriate samples of work, including standardised tests, will be placed in pupil files and passed to the next teacher.

Reporting to parents is an important policy in this school. It is achieved in the following ways:

1. Written comments in pupils' books – especially homework books
2. Parental interviews
3. Written reports
4. Curriculum information sheets
5. Additional parent/teacher contact over specific concerns

Monitoring and Evaluating.

Each year group returns a copy of the half-term planner to the co-ordinator as a means of ensuring consistency, continuity and breadth of curriculum.

Special Educational Needs

Provision should be made within each class for pupils who are noticeably above or below the average ability level.

In the first instance, the class teacher should approach the appropriate maths co-ordinator and/or the SENCo for guidance on appropriate provision and the development of Education Plans, where required for those pupils.

Reference may be made, through the SENCO, to outside agencies e.g. the educational psychologist, for guidance and support if deemed appropriate.

Evaluation

Key Stage co-ordinators will meet year groups each half term for feedback under general headings and specific targets. Meetings should incorporate evidence e.g. workbooks etc. Information will be relayed to the subject co-ordinators as required.