

This policy reflects the values and philosophies of Frieth CEC School in relation to the learning and teaching of Numeracy.

Numeracy teaches children to make sense of the world around them through developing their ability to calculate, reason and solve problems.

Aims

- To promote enjoyment of learning through practical activity, exploration and discussion.
- To promote confidence and competence with numbers and the number system.
- To develop the ability to solve problems through decision making and reasoning in a range of contexts.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space, and develop measuring skills in a range of contexts.
- To understand the importance of mathematics in everyday life.
- To develop mathematical language which children can use appropriately.
- To help children to become independent learners.
- To provide a differentiated Numeracy curriculum which; meets the needs of all children by offering a broad and balanced range of activities.
- To use ICT as a tool to enhance learning.

Organisation

- At KS1 and KS2 teachers use the National curriculum 2014 for teaching Mathematics and ensure that all parts of the Programme of Study are taught.
- Throughout the key stages a lesson of between 45 and 60 minutes is taught daily.
- Each lesson starts with mental and oral activities.
- Opportunities are taken to link mathematical experiences in other curriculum areas and ICT.
- The teacher groups the children according to ability and need. These groups are flexible to allow the teacher to meet the children's needs and challenge them, with the help of the learning support assistant if available.
- Guided group work takes place during the lesson.
- Teachers of the Reception class base their teaching on objectives in the Early Years Foundation Stage Framework; this ensures that they are working towards the 'Early Learning Goals For Mathematical Development'. Towards the end of Reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a 45-minute lesson

Planning

- Each teacher uses the National curriculum 2014 to inform their planning.
- Teachers follow appropriate Units or topics of work to cover Key Objectives for each year group.
- Teachers have the scheme Abacus Evolve available to them to support their planning.
- Medium term planning is laid out at the beginning of a new half term
- Short term planning is flexible. Teachers adapt their weekly plans as appropriate to the needs of the children they are teaching.
- Teachers that share a class may take on different objectives in order to ensure progression and continuity within their class.
- Objectives for mixed age classes are considered for individual year groups. However, each child is planned for their personal needs as is felt appropriate by the class teacher.
- Planning within the school shares some key features; objectives, prior learning, differentiation to ensure the needs of all children are met, key vocabulary, assessment foci and some personalised tasks (as appropriate.)
- Learning support assistants take an active role in accessing daily plans and providing feedback for future planning.

Special Educational Needs

- Children with SEN are taught within the daily mathematics lesson and are encouraged to take part when and where possible.
- Where applicable children's School Support Plans incorporate suitable objectives from the revised National Curriculum and teachers keep these objectives in mind when planning work.
- When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.
- Within the daily mathematics lesson teachers not only provide activities to support children who find mathematics difficult but also activities that provide appropriate challenges for children who are high achievers in mathematics.

Equal Opportunities

- All children will be given equal opportunities. Activities are presented to children regardless of gender and cultural difference.
- In the daily mathematics lesson we support children with English as an additional language in a variety of ways. For example; repeating instructions, speaking clearly, emphasising key words, using picture cues, playing mathematical games, children to join in counting, chanting, finger games and rhyme.

Assessment and recording

- Children's progress is monitored on a regular basis to inform planning, progress and summative information for parents.
- Informal assessments are completed regularly by teachers and support staff to inform future planning. Plans are annotated and discussions held.
- Assessing Pupil's Progress grids (APP) are used across the school.
- Teachers complete an APP assessment grid on groups of children or individuals as appropriate.
- APP assessments are carried out at regular intervals. Each term is highlighted using a different colour (see assessment policy.)
- APP assessments inform teachers of gaps in children's learning.
- Formal teacher assessments are given to the Head Teacher at the end of the Autumn and Spring terms
- At the end of a Key Stage children's work is assessed against National Standards in Year 2 and Year 6
- Optional tests are carried out in Years 3, 4 and 5 during the summer term in order to inform teacher assessments at the end of the year. These teacher assessments are given to the Head Teacher.
- Children self assess against the daily / weekly objective in a way felt appropriate by the class teacher.
- Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

Assessment processes and statutory assessments will be changing throughout the academic year 2015-2016, so this policy will be reviewed in line with the assessment policy during this period.

Monitoring

- Monitoring of these termly assessments is/ are carried out by the Head Teacher and Senior Leadership Team (SLT.)
- Monitoring of Numeracy, by the Head Teacher and SLT, looks at achievement levels of all groups of children including gender and ethnicity, and focus children identified at regular pupil progress meetings.
- Teachers are provided with tracking sheets each term to help with monitoring children to ensure progression.
- Teachers use these sheets to inform decisions relating to the targeting of individual children.
- The senior teacher responsible for Numeracy is released regularly from his/her classroom in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of mathematics throughout the school and enables the support of teachers in their own classrooms.

Target setting

- Children are set Numeracy targets throughout the year.
- In Upper KS2 classes children are given the opportunity to be involved with the setting of their targets.

- Key targets are shared with parents.

Reporting

- Children are given regular feedback; during lessons, after lessons verbally or in the marking of books. Peer feedback is also utilised, and lessons start with time to correct and personalised learning sessions
- Parents are given feedback at parents' evening twice a year.
- An annual written report is provided during the summer term and parents are given opportunity to discuss their child's progress if required.

Parental involvement

- Parents' evenings are held twice yearly, providing an opportunity to discuss attainment and for parents to look at their children's work.
- Work share afternoons are held every term to enable children to inform their parents themselves of their class work.
- Meetings are held regularly to inform parents of important information. For example, Maths methods used in school and Homework.

Resources

- Each class is equipped with a range of mathematical apparatus and materials to aid planning to which children have free access.
- Relevant courses are attended by all staff. Feedback is given and appropriate information is shared with staff.
- The senior teacher responsible for Numeracy manages resources.
- All teachers organise an area within the classroom dedicated to mathematics resources. This area is easily accessible to all children and allows them to become familiar with all resources. Maths challenges are available in the classroom either on display or in a location that the children are aware of.
- Children will be given regular opportunities for free choice of resources in order to achieve a given objective.

The Governing Body

- A numeracy governor has been identified. He/she is invited to attend relevant training and school INSET.
- The Numeracy Governor will liaise with the Numeracy Co-ordinator
- The numeracy governor visits the school at least yearly
- The numeracy governor will talk with teachers and when possible observes some daily mathematics lessons.

Homework

- It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics.
- Activities are sent home on a regular basis (see the separate school Homework Policy) and take the form of number games and tasks with some formal exercises for older children.

Health and Safety

- Children are taught to use all apparatus with due care and awareness of other children.

Review of Policy

- This Numeracy policy will be evaluated every 3 years by the Staff and Governors.
- Throughout the year, staff are encouraged to feedback ideas on the work that the children are doing, the scheme of work and the resources, in order to improve practice.

Appendices

- Overviews from year groups objectives.
- APP statement for each level.