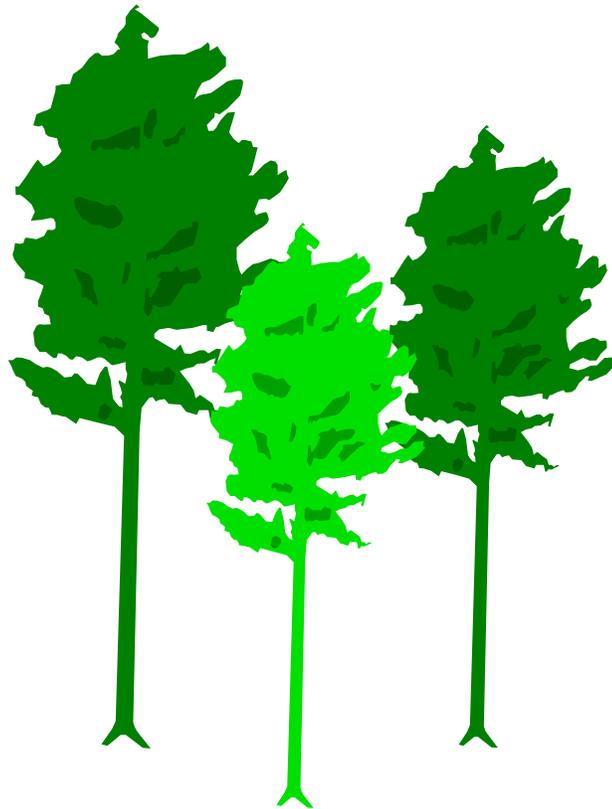


Woodlawn Primary School

'Firm foundations for future excellence'



Numeracy Policy

2012

Introduction

Mathematics is all around us. We use it to look at and make sense of the world in which we live, to find the answers to problems that arise in everyday life, and to give us the power to predict. It is a very powerful tool, both as a subject in its own right and in its application to other subjects. Most importantly, it should be enjoyable.

Our aims are:

- to encourage the effective use of mathematics;
- to enable all children to experience success and enjoyment through practical activities;
- to develop meaningful mathematical concepts in the context of everyday life;
- to encourage the children to master basic mathematical skills and knowledge;
- to foster an enquiring mind and so develop in the children an understanding of mathematics through experiment;
- to develop the ability to think clearly and logically;
- to develop in pupils a self-confidence, independence of thought and self-perseverance;
- to develop in pupils a willingness to work co-operatively with others;
- to enable pupils to communicate effectively through the medium of mathematics;
- to encourage the use of ICT to support the teaching of mathematics;
- to encourage parents to become involved in their children's learning.

Resources

Personnel

As a staff we recognize the responsibility which each of us has in developing Mathematics. We will draw on support from classroom assistants, parents, NEELB and the Co-ordinator. Teachers will meet as necessary in year groups/Key stages to discuss plans in context of the introduction of the Revised Curriculum.

Equipment

Most classes maintain their own basic equipment related to their age and ability.

Key Stage 2 also shares some general equipment for measure, which is stored in appropriate year group classrooms, in Room 10, and with the co-ordinator.

Printed Matter

We have explored a number of commercially produced schemes, ranging from...

...Heinemann Maths in KS1 to Ginn/SPMG text books in KS2, but many teachers find that they have developed their own activities to meet the needs of the children. Other books we use include Easylearn Maths, 100 Maths Activities, 100 Homework Activities, Interactive Mental Maths and On the Track to Problem-solving.

ICT Resources

We recognize the importance of ICT in supporting the teaching and learning of Mathematics. Each class has an interactive whiteboards, and uses suitable programmes for each year group;

Classroom Management

Each teacher will

- i. provide opportunities for effective learning to take place
- ii. encourage and give confidence
- iii. set acceptable standards

to give our pupils a variety of learning experiences in Mathematics.

These will include:

- Mental work/ Pencil and paper/ Calculator work;
- Investigations/ Practical activities/ Problem solving activities;
- Estimation and approximation;
- Use of games/ puzzles/ broadcasts/ environment;
- Use of ICT.

The teaching strategies used will include

- practical teacher demonstration;
- individual work;
- paired and group work as appropriate;
- class teaching.

These teaching strategies will match:

- the level of understanding of the pupil;
- the age and ability of the pupil;
- the nature of the topic;
- the available resources.

Continuity and Progression

In Woodlawn we have tried to ensure progression and continuity are inherent in our Plan of Work. This identifies the mathematical content to be taught in developing the children's understanding in a sequential order. By doing this we ensure that pupils have experiences across each of the five mathematical areas and through the different levels.

To ensure a continuous progression, the staff has worked through the Plan of Work to ensure that

- i. all primaries are aware of the work of the others;
- ii. the teaching of key topics is systematically followed throughout the school;
- iii. a consistent use of mathematical language and conventions is adapted;
- iv. appropriate schemes of work are developed for each year group.

Differentiation and Equal Opportunities

We in Woodlawn, recognize that as pupils progress through the numeracy programme, we must take into account the range of abilities there will be in any year group. This should allow for gender, high and low achievers and children with special educational needs.

The special needs of individual pupils will be catered for through consultation with parents, pupil, class teacher, SENCO, and other appropriate personnel when necessary. (See Special Needs Policy)

Monitoring and Evaluating

Monitoring and evaluating play their role in the teaching and learning in Woodlawn. Overseen by the co-ordinator, they are the responsibility of all members of staff. From the information gathered, we hope to build on our successes and develop our Numeracy Programme.

This will be achieved through:

- Formal and informal assessment undertaken as part of normal classroom teaching;
 - observation of practical activities;
 - discussion with pupils;
 - a record sheet of what has been taught at KS1;
 - records of marks at KS2;
 - NFER standardized tests from P3 up;
 - InCas
 - end of Key Stage Assessment results;
 - end of term tests;
- Use of the procedures as outlined in the school's Assessment, Recording and Reporting Policy;
- Regular information given to parents about a pupil's achievement and progress;
- Quality marking of pupils work including discussion on areas of weakness and ways of improving;
- Informal discussions with staff;
- Updates at staff meetings;
- Mathematics meetings as necessary;
- Co-ordination of teachers' planning.
- On-going Numeracy Action Plans;

Mathematics in the Curriculum

Mathematics contributes to many other subjects of the curriculum. Other subjects can provide the opportunity to develop and enhance mathematical skills and knowledge.

Mathematics also helps to develop skills such as communicating, observing and recording, reasoning and problem solving, exploring and investigating, collaborating and explaining, and interpreting and predicting.

Opportunities for developing Mathematics across other subjects are continuously explored, as they can offer a powerful tool to aid pupil's real understanding of mathematics and its application.

ICT is an integral part of the planning and delivery of the Mathematics curriculum. Details of the part it plays in supporting the teaching and learning are included in the Schemes of Work.

Home / School Links

Parents are kept informed of the progress of their children and how best to support their child's learning. They will also be made aware of issues of interest to them concerning developments within the school. This will be done through:

- an annual written report in June;
- an interview with the class teacher in January;
- an annual Open Day in Nov/Dec for potential P1 pupils;
- appropriate homework activities (see Homework Policy);
- informative and positive marking of homework;

The Way Forward

We have set targets and put into operation plans to build on our system to track results and monitor Numeracy data. We will also continue to enhance the children's experiences in approaching mental mathematics and using practical activities, through a series of fun days and more real life activities, ultimately encouraging them to become more competent thinkers in Numeracy.