



NUMERACY POLICY

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life. It is our aim to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

This policy statement reflects the values and philosophy of the school in relation to Mathematics. It provides guidance to be read in conjunction with National Curriculum guidelines and the Early Years Foundation Stage Curriculum guidance.

MAIN AIMS

- ❖ Provide pupils with a broad and balanced mathematics curriculum which fulfils the requirements of the National Curriculum for Key Stage 1 and the Early Years Foundation Stage.
- ❖ Develop individuals who are mathematically literate, inquisitive, enquiring and confident.
- ❖ Provide a stimulating environment and adequate resources so that pupils can develop and apply their mathematical skills to their full potential.

SPECIFIC OBJECTIVES

Our pupils should

- ❖ Have a sense of the size of a number and where it fits into the number system.
- ❖ Recognise patterns and relationships in number.
- ❖ Know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- ❖ Use what they know by heart to figure out numbers mentally.
- ❖ Calculate accurately and efficiently, both mentally and in writing and paper, drawing on a range of calculation strategies.
- ❖ Recognise when it is appropriate to use a calculator and be able to do so effectively
- ❖ Record the outcome of their work in a variety of ways including pictorially and graphically.
- ❖ Make sense of number problems, including non routine problems and recognise the operations needed to solve them.
- ❖ Explain their methods and reasoning using correct mathematical terms.
- ❖ Judge whether their answers are reasonable and have strategies for checking them where necessary.
- ❖ Suggest suitable units for measuring and make sensible estimates of measurements.
- ❖ Explain and make predictions from the numbers in a graph, diagram, charts and tables.
- ❖ Develop spatial awareness and an understanding of the properties of 2D and 3D shapes.
- ❖ Recognise mathematics in their environment and apply their skills and knowledge to real life situations.

ORGANISATION AND PLANNING

Mathematics is a core subject in the National Curriculum therefore pupils are provided with a variety of opportunities to develop and extend their mathematical skills in and across each phase of their education.

Numeracy is introduced gradually during the Foundation Stage with daily lessons becoming more structured as the children move into Key Stage 1.

The teaching of mathematics at St. Michael's takes a variety of forms according to the age and ability of the children and to the aspect of mathematics being taught. It provides opportunities for:

- ❖ Group work – often of similar ability where there can be a high level of interaction between Teacher and children.
- ❖ Paired work.
- ❖ Whole class teaching – particularly for introducing and review of work.
- ❖ Individual work – which takes account of particular needs.

Pupils engage in:

- ❖ The development of mental strategies.
Practical work including play, structured by the selection of materials provided and computer ipad & interactive whiteboard/plasma screen activities.
- ❖ Written work.
- ❖ Investigative work.
- ❖ Problem solving.
- ❖ Mathematical discussion.
- ❖ Consolidation of basic skills and number facts.
- ❖ Playing mathematical games.

Achievements are assessed and reviewed regularly.

We recognise the importance of establishing a secure foundation in mental calculations and recall of number facts before standard written methods are introduced.

As part of the planning process we highlight the vocabulary to be used in order to help familiarise children with correct terminology and when and how to use it appropriately.

Mathematics contributes to many subjects and it is important the children are given opportunities to apply and use mathematics in real contexts. We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about what they are doing

PROGRESSION AND CONTINUITY

Our half termly planning ensures a balance of coverage of the National Curriculum Programmes of Study and the Early Years Foundation Stage Guidance. Teachers' specific plans for differentiation according to needs are shown in their short term planning.

Half termly plans are drawn up by individual teachers and are monitored by the co-ordinator.

ASSESSMENT

Teachers integrate formative assessment into their everyday teaching to inform them whether a child needs further practice or extension teaching and whether he/she has understood the concept.

Assessments are made each term to demonstrate the child's level of achievement and may take the form of teacher observation, written work or oral explanation during an activity or written tests with the older children.

Records of achievement are kept in individual books and files.

ROLE OF THE CO-ORDINATOR

- ❖ Providing school based INSET.
- ❖ Advice to staff/parents.
- ❖ Annual mathematics audit and action plan.
- ❖ Lesson and work sampling.

EQUAL OPPORTUNITIES.

Teachers set high expectations and provide opportunities for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds and gifted children.

Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn.

Teachers aim to plan their teaching and learning so that all pupils can take part in lessons fully and effectively.

Teachers aim to provide equality of opportunity through teaching approaches,

INFORMING PARENTS

It is the Schools aim to involve parents directly in the life of the school and thus in the development of Mathematics. Parents are informed from the initial meeting about the importance of Numeracy. Parents meetings are held throughout the child's time in school to share policy and to explain how parents may best support the work done in class. Parents are provided with practical example sheets e.g. homework sheets. Easily understood booklets reinforce the message of consolidating basic skills and number facts through practical activities and games.

SATs results are published in accordance with Government legislation.

This is a working document which will be reviewed annually and any necessary amendments made by the co-ordinators in consultation with the Staff and Governors as set out in the development plan.