

## GRIMOLDBY PRIMARY SCHOOL

### Numeracy Policy

#### **1 Aims and objectives**

- 1.1** Numeracy teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.
- 1.2** The aims of numeracy are:
- to promote enjoyment and enthusiasm for 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.

#### **2 Teaching and learning style**

- 2.1** The school uses a variety of teaching and learning styles in numeracy lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Mathematical dictionaries are available in all classrooms. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.
- 2.2** In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work, or TA support and in other lessons by organising the children to work in pairs on open-ended problems or games. We use classroom assistants to support some children and to ensure that work is matched to the needs of individuals.

#### **3 Numeracy curriculum planning**

- 3.1** Numeracy is a core subject in the National Curriculum, and we use the new National Numeracy Framework as the basis for implementing the statutory requirements of the programme of study for mathematics.

## Numeracy Policy

- 3.2** We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). The Numeracy Framework for Teaching gives a detailed outline of what we teach in the long term, while our yearly teaching programme identifies the key objectives in mathematics that we teach in each year.
- 3.3** Our medium-term mathematics plans, follow the structure of the Numeracy Framework, give details of the main teaching objectives for each term and define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are kept and reviewed by the subject leader.
- 3.4** It is the class teacher who completes the weekly plans for the teaching of numeracy. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. These individual plans are kept and the class teacher and subject leader can discuss them on an informal basis.

## **4 The Foundation Stage**

- 4.1** We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics. Children that are not ready for the National Curriculum will continue with ELG until they are ready.

## **5 Contribution of numeracy to teaching in other curriculum areas**

### **5.1 English**

Numeracy contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. Younger children enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

### **5.2 Information and communication technology (ICT)**

Children use and apply mathematics in a variety of ways when solving problems using ICT. Younger children use ICT to communicate results with appropriate mathematical symbols. Older children use it to produce graphs and tables when explaining their results or when creating repeating patterns, such as tessellations. When working on control, children use standard and non-standard measures for distance and angle. They use simulations to identify patterns and relationships. Smartboards in the classrooms allow teachers to use ITPs from the Numeracy strategy and other resources in class for example in group reading situations.

**5.3 Personal, social and health education (PSHE) and citizenship**

Numeracy contributes to the teaching of personal, social and health education, and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present older children with real-life situations in their work on the spending of money.

**5.4 Spiritual, moral, social and cultural development**

The teaching of numeracy supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results. The study of famous mathematicians around the world contributes to the cultural development of our children.

**6 Teaching numeracy to children with special needs**

**6.1** We teach numeracy to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with additional learning needs. Work in numeracy takes into account the targets set for individual children in their Individual Education Plans (IEPs).

**7 Assessment and recording**

**7.1** We assess children's work in numeracy from three aspects (long-term, short-term and medium-term). We make short-term assessments which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

**7.2** We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the APP grids to record these judgements at the end of each unit of work.

**7.3** We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before reporting it to parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6, plus the optional national tests for children at the end of Years 3, 4 and 5. We also make annual assessments of children's progress using the APP tracking sheets.

**7.4** The numeracy subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in mathematics in each year of the school. Teachers meet regularly to review individual examples of work against APP examples to ensure levelling of work is consistent throughout the school.

## **8 Resources**

- 8.1** There is a range of resources to support the teaching of numeracy across the school. All classrooms have a number line and a wide range of appropriate small apparatus. Mathematical dictionaries and calculators, are available in all classrooms. A greater range of small equipment and visual aids are available from the central storage area. The library contains a range of books to support children's individual research. A range of software is available to support work with the computers as well as use of resources from the internet.

## **9 Monitoring and review**

- 9.1** Monitoring of the standards of children's work and of the quality of teaching in numeracy is the responsibility of the numeracy subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The mathematics subject leader feeds back to the head and governors annually in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The headteacher allocates regular management time to the mathematics subject leader so that s/he can review samples of children's work and undertake lesson observations of mathematics teaching across the school.

**Signed: Mrs. R. Burton**

**Date: September 2009**

**Review Date: September 2010**