Numeracy and Mathematics Policy

1. Rationale

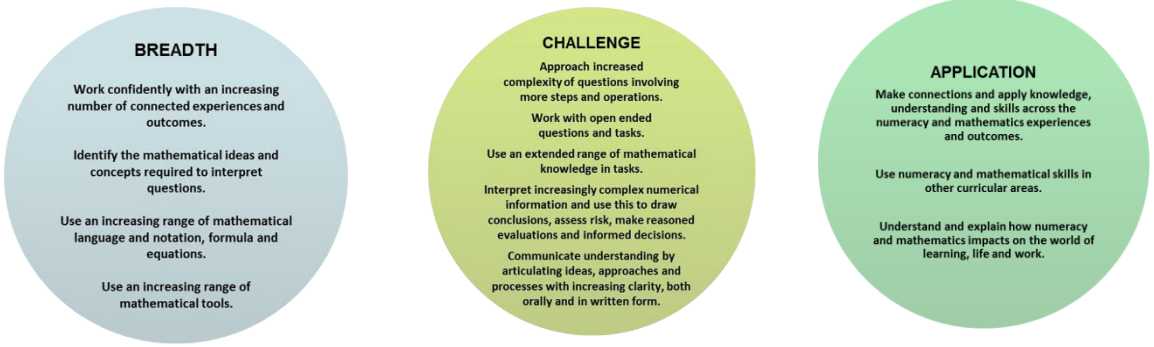
Numeracy is a skill for life, learning and work. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. Mathematics is a life skill which permeates and supports all learning across the curriculum and in future in the world of work.

Our Mathematics and Numeracy policy recognises the following: All children have the right to an education. Article 28 The purpose of education is to develop every child's personality, talents and mental and physical abilities. Education should prepare children to live responsibly and peacefully in a free society. Article 29 All children have the right to relax and play, and to join a wide range of activities. Article 31

2. Aims

Learning through numeracy and mathematics at Rosehearty Primary School enables children confidently and competently to:

- Develop Numeracy skills which ensure children will fully participate in society.
- Apply learning in a variety of contexts to solve problems.
- Access, interpret and analyse numerical information.
- Make informed decisions based on calculations.
- Weigh up different options and decide which options are best.
- Develop financial awareness and effective money management.
- Develop an understanding of shape and space.
- Use technology to enhance skills and concepts.



Aberdeenshire Progression Framework December 2015

3. Teaching and Learning

At Rosehearty School we use a progression based on the Aberdeenshire Progression Framework and Education Scotland Curriculum outcomes. We use Heinneman Active Maths and Teejay maths as core numeracy and mathematics resources alongside Big Maths to develop basic numeracy skills and mathematical mental agility.

Big Maths

Big Maths is the framework we use at Rosehearty to teach the basic skills of Maths from P1-P7. It is based on the principle that if we want children to use and apply their Numeracy skills successfully, we need to ensure that core numeracy skills are embedded first. The framework is organised into 4 areas, namely, Counting, Learn Its, It's Nothing New and Calculation- (C L I C). The system is based on children working through a series of carefully planned sequence of steps called progress drives. Progress drives can be used to plan, to teach, to track, to share and to assess children's learning in maths. Big Maths is planned using the 'CLIC on your Planning' document alongside the Big Maths Manual available in each class. The planning shows which aspects of CLIC to teach each year and each term as the child progresses through the school. It is a description of the minimum learning journey for the basic skills for mathematics. It should be noted that some children will be on track; others ahead of track. For some children learning gaps will be identified, which will need to be 'plugged' to get their learning back on track. To plug the gaps, simply move back down the progress drives and then support children to move up them. Children may need to be grouped accordingly.

Each class will plan to have a daily 20 minute CLIC Session (5 minutes in each area), although this will be flexible depending on the learners' needs. These sessions are quick, and active using simple resources like CLIC PowerPoints, whiteboards or counting sticks. In addition, the children will have a weekly CLIC test and a Big Maths Beat That test to track children's progress. It is advisable to have a CLIC display in class exhibiting the facts pupils are working on.

Core Maths

Supported by their basic numeracy skills developed through Big Maths, our children apply their knowledge to wider mathematics in our core progression.

Early Level	Stage 0
	Stage 1
First Level	Stage 2
	Stage 3
	Stage 4
Second Level	Stage 5
	Stage 6
	Stage 7
Third Level	Stage 8

- Every group, or in some cases individuals, in a class should be on one stage of the programme. (Ideally no more than 3 groups)

- Teachers plan progression through a stage over the year but some children may work faster or slower. Groups can be amalgamated or split at any point as benefits the children.
- Teachers should not use the plans in a linear progression rather they should move around the progression spending a week to two weeks in an area at a time and then returning and revising and moving on. Areas of the curriculum should be revisited regularly.
- Teachers may also choose to use the core resources or their own which they document in the plan. There is an extensive collection of practical resources available to support children to be actively engaged in their learning.
- Plans are highlighted in term colours in advance and then ticked off when covered.

Term 1-2 - Yellow
Term 3 – blue
Term 4 - Green

4. Assessment and monitoring

Teachers assess pupil progress using the Education Scotland Benchmarks to support their professional judgement. Groups may move on to the next planning stage whenever the teacher believes they have met the relevant benchmarks. The progress of a group should be briefly evaluated at the end of every term.

Children on the stage matching their year group can be considered On Track, those on a stage behind can be considered Appropriate Progress or Requiring Support depending whether they are making progress, those on a stage ahead can be considered Advanced or Exceeding Expectations.

Scottish National Standardised Assessments (SNSAs) are taken in P1, P4 and P7 to support professional judgements and give some information of the areas where children are being successful and where they need support.

5. Mathematics across the curriculum

We plan coherent activities which allow children to apply their learning in relevant and practical ways which demonstrate to the real life relevance of numeracy and mathematics. These activities are evident on interdisciplinary plans. Holistic assessments are being developed to review how well children can apply their skills.

6. Involvement with stakeholders

To be reviewed following outcome of home-learning consultation.
Parents are asked to encourage children to practise learn-it facts – number bonds and multiplication facts at home.

7. Agreement and Review

This policy has been developed and shared with school staff and the parent body in session 2017/2018. It will be reviewed in three years unless a curriculum changes are made.