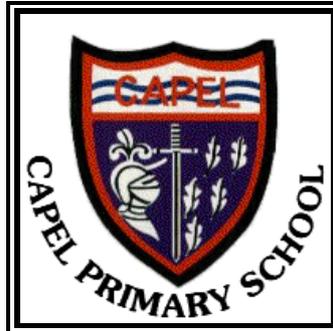


Capel Primary School



Numeracy Policy

Next Review Due: **Spring 2014**

Staff

8/01/13

Sub Committee

10/01/13

Govs

24/01/13

NUMERACY POLICY

This policy sets out our aims and strategies for the teaching of numeracy at Capel Primary School.

What is numeracy?

Numeracy is mathematical proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and the ability to solve number problems in a variety of contexts. It also demands a practical understanding of the ways in which information is gathered and presented.

Aims

- To achieve high standards of numeracy through effective teaching and learning
- To encourage children to be confident in handling numbers and be able to share their success and failures
- To allow children to think and work, for and by themselves, but also to contribute and co-operate in a group and whole class situations
- Enable children to estimate and predict, explain and interpret, solve, calculate and measure both mentally and with pencil and paper methods using a variety of strategies
- For children to gain pleasure and satisfaction from working with numbers and number problems

National Curriculum

Maths is a core subject in the National Curriculum. At Capel Primary School we believe that children should receive a differentiated curriculum, that builds upon progress individual children have made. As such, we deliver lessons based on gaps in children's understanding, which we identify using a variety of methods. The National Strategy is used as a tool to support this process. Through this we ensure that we are catering for our unique class, while giving children the National Curriculum coverage that they are entitled to.

We believe in the importance of a creative curriculum. We try whenever possible to foster useful links that relate to other subjects, in order to give Numeracy a real-life purpose.

The areas that are covered in Numeracy are:

Number and Algebra
Shape and Space
Handling Data
Using and Applying

We follow a Calculations Policy to ensure that methods of calculation are united across our school. Each class also teaches at least one Using and Applying lesson per week.

I.C.T. includes the use of calculators and extends to the whole range of audio-visual aids, including the use of interactive whiteboards, I.C.T. is used in various ways to support teaching. The Framework gives us guidelines for its use.

The Teaching of Mathematics

We have adopted the five key principles as set out in the National Numeracy Framework.

1. A dedicated daily mathematics lesson
2. Direct teaching and interactive work with the whole class and groups
3. An emphasis on mental calculation
4. Controlled differentiation, with all pupils engaged in mathematics relating to a common theme.
5. The use of differentiated Child Speak for individual children

In addition at the beginning of each day a session on Problem Solving aimed at developing thinking skills and strategies.

At Key Stage 1 a daily maths lesson lasts approximately 45 minutes.

At Key Stage 2 it becomes 50 to 60 minutes.

A typical lesson consists of:

- Oral work and mental calculations (about 5 – 10 mins)
- The main teaching activity (about 30 – 40 mins)
- A plenary (about 10 – 15 mins)

Additional Educational Needs

Children with A.E.N. are supported within the classroom by the Class Teacher and Teaching Assistants. It is recognised that those with difficulties will need extra practice, revision and consolidation. The more able children are set more challenging tasks to extend their knowledge. Learning groups to support these children are identified within our school provision map.

Homework

Homework for numeracy is set on a weekly basis, across the school, however Year 6 may have additional work set.

Planning

- Teachers will be responsible for own planning
- Medium Term Plans and Short Term Plans will be developed with regard to APP targets and the government Unit Plans for K.S.1 and K.S.2 from the New Literacy Framework
- For the Foundation Stage the Early learning goals will be followed as laid out in the Curriculum guidance for the Foundation Stage

The medium term plans are outlines. These plans give details of teaching objectives and when they will be taught, key objectives that each class will be approaching that term. Alongside suggested activities.

The short term planning is done on a weekly basis. This shows detailed information about oral and mental starter, pupil groups, whole class teaching, focus teaching, TA support, APP/Child Speak targets, annotations towards next steps, differentiated activities, plenary, homework and assessment notes.

Marking

Feedback to pupils is important. Positive verbal feedback should be given whenever possible. Marking through constructive, positive comments is valuable, and should be done as quickly as possible in order to inform future planning and provide opportunities for adjusting misconceptions.

Pupils also benefit from marking their own work and each others.

Rewards for good work is recognised in the form of stars and stickers and house points. We also celebrate work in display.

When a teacher has worked with a focus group in a lesson they will record VF in their books to show verbal feedback was given.

Assessment and Record Keeping

Each teacher makes assessment notes on short term plans which informs future planning.

Class records are kept and used to inform our assessment records. Each teacher is responsible for updating their classes assessment into SIMS and will be involved in moderations throughout the year to ensure consistency.

Class teachers use the traffic light system to assess children's progress. They then use this to measure success on Child Speak targets at the end of a week's work. Formal levels from teacher assessment are submitted three times a year. We are using APP with a select group to enhance our teacher assessment. This refers back to and highlights evidence to support findings.

Foundation Stage assess through stepping stones and early learning goals.

All children are encouraged to assess their own work, and discuss their thinking processes.

The statutory SATs tests are carried out in Years 2 and 6. In year 1 children do the previous Year's 2 SATs Maths tasks. In years 3,4 and 5 the children do optional SATs in Maths. This provides not only individual assessment information but also useful diagnostic data for raising standards throughout the school.

Communication with Parents

Workshops and open evenings are held periodically at Capel to inform and teach parents about the National Numeracy Strategy.

Parent Consultations take place regularly at which targets are set, and shared with parents in written form. Written summary reports are sent home in the Summer Term.

Resources

Each classroom is resourced with equipment eg interactive whiteboard and related resources, large format 100 squares, number lines and apparatus, including ICT to support the teaching of mental maths.

The central resources include calculators, big money, clocks, scales, measuring equipment, puzzles, resource books, dice and dominoes. These are stored in cupboards in the upper school corridor.

The school has the Folens scheme as an additional support for teachers in their planning. At Key Stage 1 Steps is also available and at Key Stage 2 Cambridge Primary Maths and Target Maths and previous unit plans.

The Role of the Maths Subject Leader

- To lead and support the delivery of Numeracy across the school to ensure continuity and progression throughout the School – referring to the SIMS and teachers assessments.
- Be responsible for developing the Maths initiatives and carrying it out in liaison with the Headteacher.
- To support colleagues in developing their plans with a view to developing creative use.
- To monitor the planning, teaching and assessment of maths in accordance with the Framework and advise the Headteacher of any action needed.
- To be responsible for the audit and purchase of necessary resources.
- To keep abreast of developments in the teaching of mathematics
- To liaise with the subject governor.
- To organise Maths focus events, including Open Evening and Economic Well-being Week.