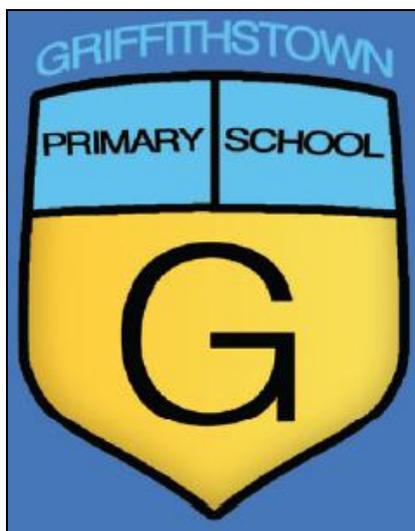


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Maths/Numeracy Policy
Date	Autumn 2014
Author	S Hawksworth



INCLUSION IN THE HEART OF THE COMMUNITY

Maths/Numeracy Policy 2014
GRIFFITHSTOWN PRIMARY SCHOOL

This document is a statement of the aims, principles and strategies for the teaching and learning of maths and numeracy. At Griffithstown Primary School, we believe that maths equips pupils with the 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. Maths is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

Purpose

The purpose of this policy is to develop a common approach to the teaching of maths which will ensure continuity and progression throughout the school.

Aim(s)

Our aims in teaching maths are:

- To develop a positive attitude towards maths as an interesting and enjoyable subject and an ability to think clearly and logically in mathematics with confidence and independence.
- To provide opportunities for investigation and the ability to use the appropriate equipment or materials for a task.
- To develop numeracy skills and knowledge accompanied by the quick recall of the basic facts they will need for everyday life.
- To develop the ability to express ideas fluently and to talk about the subject with assurance and to use the language of mathematics.
- To develop the ability to apply numeracy skills to a variety of real life and cross-curricular contexts.

Wider school aims/ethos

The policy is underpinned by the schools vision, aims and values.

Consultation

This policy has been created by S Hawksworth, in consultation with the Head teacher and stakeholders.

Principles/values

The acquisition of effective numeracy skills depends on a carefully planned curriculum that offers extensive opportunities to develop and apply what has been learnt within Maths lessons to real life contexts. From entry to the school, all children are immersed in a numeracy rich environment and as teachers we seek to ensure that the classroom is equipped and organised so that children may develop and practice their skills continuously. Children with Special Educational Needs and those with English as an Additional Language will be given support, which will enable them to access the numeracy curriculum so that they can achieve their full potential.

Throughout their time in our school all children will be supported and encouraged to achieve their personal best. At Griffithstown Primary School, we endeavour to ensure that all pupils leave our school as confident, numerate individuals.

Numerate primary pupils should:

- Have a sense of the size of a number and where it fits in to the number system.
- Know by heart number facts such as number bonds, multiplication tables, division facts, doubles and halves.
- Use what they know by heart to figure out answers mentally.
- Calculate accurately and efficiently, both mentally and on paper, drawing on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator – and when it is not – and be able to use one effectively.
- 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 when necessary.
- Suggest suitable units for measuring and make sensible estimates of measurements.
- Explain and make predictions from the number in graphs, diagrams, charts and tables.

Organisation of Maths Teaching

Within our school Maths is planned as follows:

- All teachers follow the national curriculum guidelines for teaching Maths at Key Stage 2 and Mathematical Development in the Foundation Phase. These encompass the subject as a whole and teachers use the new EAS Numeracy document to plan for numeracy skills across the curriculum. In addition to this, teachers refer to the TAPAS document for further guidance and structured information on effectively teaching maths. These documents all provide the long-term planning for numeracy and are referred to by teachers when developing their medium term planning.
- Medium term planning takes place every half term and sets out stimulating planned opportunities for pupils to develop their maths and numeracy skills. These maths skills are then transferred across other areas of the curriculum.
- Teachers ensure that the work planned is appropriate for the age, stage and ability of their children.
- Differentiated groups are flexible to account for children's progression and pupils are able to move groups as required.
- Each class has an interactive TAPAS board that is used for a mental 'warm-up' at the beginning of each maths session and in main teaching sessions where appropriate. These boards include consistent images that are progressive throughout the school.
- Pupils from Year 3 to Year 6 are given regular pieces of maths homework.
- For presentation of Maths books, please see Presentation Policy 2014

Assessment and Reporting:

- Short term, informal assessments are made during each lesson. These are linked to the learning objective/s of the lesson. Pupils are given constructive oral feedback from teachers and open dialogue is encouraged so that pupils are part of the assessment process and can see how they may move their work on in order to make the next steps.
- Staff in the Foundation Phase, give oral and written feedback where appropriate. Focus sheets are used in Nursery, Reception and Year 1, for practical activities, to comment on the learning and note progress or areas for development.
- Targets are set for each child in Maths/Mathematical Development during the autumn term and reviewed in the Spring. These, along with progress, are shared with parents at consultations.
- During the Autumn and Summer Term, pupils from Y2 –Y6 will complete Alfie tests. The tests consist of an online set of questions based on the skills outlined in the TAPAS document. This data is then analysed and staff use this information in the first instance, to baseline the children and highlight those pupils who are excelling or need extra support. The summer term tests will show progress and support in providing information for intervention/challenge groups.
- During the summer term pupils from Y2-Y6 will complete LNF tests. The tests consist of two papers: Procedural and Reasoning. The results of these tests will provide information about progress as they move through the school. This data will be analysed to provide information on strengths and areas for development within Numeracy teaching and Learning.
- Children entering nursery are given a baseline assessment in MD. This information provides a basis from which to track the pupils and enables teachers to plan the learning experiences appropriately.
- At the end of the Foundation Phase and Key Stage 2, pupils are assessed in Maths/Mathematical Development. They are given an Outcome/Level based on their attainment in all strands of Maths: Using and Applying; Number; Shape, Space and Measure and Handling Data. These assessments are made by teachers in accordance with the statutory assessment arrangements in Wales. The levels are reported to parents/carers within the child's end of year report.
- All pupils receive a report at the end of each academic year, giving information on the child's attainment and achievements in Maths. Targets are also provided for future development and improvement.
- Statutory moderation takes place each year for children in Year 6. Work is moderated as a cluster to ensure consistency of teacher assessment.

ROLES AND RESPONSIBILITIES

Governors

Will review the policy as and when required and should have an understanding of the policy when conducting their link governor role.

Headteacher

Will ensure the policy is adhered to and monitor and review

Coordinator

S Hawksworth

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The coordinator will ensure that the school implements the teaching and learning experiences outlined in this policy. The coordinator will guide, support and lead teaching staff as appropriate, providing information and practical assistance where necessary. It is also the responsibility of the coordinator to monitor standards in Maths/Numeracy and keep staff informed of recent developments on both a local and national level, provide training and lead initiatives. She will also liaise with colleagues within the school cluster, as well as other agencies including advisory teachers and providers of numeracy based events/activities. Numeracy, at every opportunity, will be given a high profile throughout the school

Teachers

Should ensure they understand and carry out the policy. Any comments about the policy should be shared during the review process.

Pupils

Should be taught how they can follow the policy and ensure they aspire to the best standards of numeracy.

Homework/Parent partnerships

This policy will be made available to parents. Regular Maths homework will be sent as and when appropriate.

Equal Opportunities

All children, regardless of gender, race, cultural background, religious belief or ability are able to access the numeracy curriculum at Griffithstown Primary School

Health and safety

Please see policy.

Planning

All staff should plan to ensure the policy is taught to pupils and adhered to in their every day work.

Teaching

All staff are responsible for the implementation and teaching of the expectations within the policy.

Organisation

The policy is organised for the whole school and is age related at certain sections.

Resources

Resources that affect the implementation of the policy should be reported to the Deputy Head. Staff must ensure that resources are in plentiful supply and that development of numeracy skills are not affected due to resources issues.

Maths/Numeracy Policy 2014

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Next review date: Autumn 2015

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