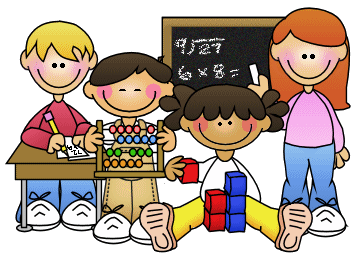
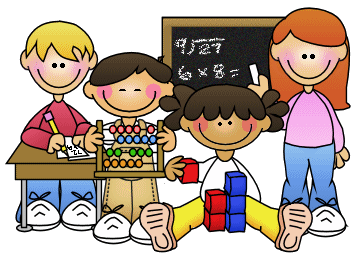
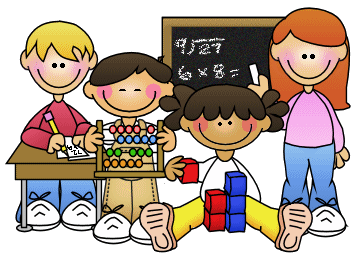
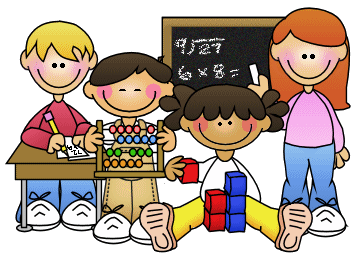
**Roan St. Patrick’s Primary School**

 **Numeracy Policy**

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**Introduction**

We have decided to adopt the following definition of Numeracy as defined by the Department of Education.

*‘The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:*

* *An understanding of key mathematical concepts and their inter-connectedness;*
* *Appropriate reasoning and problem-solving;*
* *The proficient and appropriate use of methods and procedures (formal and informal, mental and written); and*
* *Active participation in the exploration of mathematical ideas and models’.*

*(Count, Read: Succeed (2011) DENI.*

Here at Roan St. Patrick’s, we are dedicated to creating a numeracy rich environment where children are given opportunities to apply their mathematical knowledge and understanding across the curriculum, in a wide variety of meaningful contexts. Children are guided to recognise how mathematics contributes to their everyday lives, and are equipped with the tools to solve problems and make decisions in the wider world. We are committed to promoting equality of opportunity, valuing contributions made by all children, giving all children for celebrated success, and supporting over and under achievers.

The development of Numeracy across the curriculum remains a high priority within our school, and Numeracy is one of the school’s priorities in the school development plan. The school is always under a state of self-evaluation as the cornerstone of school improvement and development. This allows us to meet the requirements of all pupils, to continually raise standards in teaching and learning, and to always reflect current developments in the teaching and learning of Numeracy.

**Purpose**

The purpose of this policy is to:

* Promote high standards in the teaching on Mathematics and Numeracy throughout the school and ensure consistency among staff.
* To outline the main features of Numeracy teaching here in Roan St. Patrick’s.
* To act as a reference of all staff members.

The policy has been drawn though extensive staff collaboration and with reference to the following documents:

* Count, Read; Succeed – A Strategy to Improve Outcomes in Literacy and Numeracy (DENI 2011)
* Better Numeracy in Primary Schools (E.T.I. 2010)
* Every School a Good School- A Policy for School Improvement ( DE 2009 )

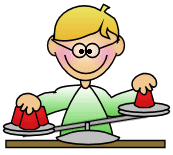
**Personnel**

While we at Roan St. Patrick’s recognise that the development of Mathematics and Numeracy involves a collective responsibility of all teachers, Mrs Fiona McKeown will be responsible for the development of Numeracy in our school. This responsibility includes leading staff/curriculum development, attending external in-service training and providing in-house staff training and support. The co-ordinator is also responsible for the management of resources.

**Our Aims**

Staff have agreed the following aims, which we feel are appropriate and realistic for our pupils. Teaching and Learning of Numeracy in Roan St. Patrick’s is based upon the following principles:

* To develop within our pupils a positive attitude towards Mathematics/Numeracy through promoting the subject in a relevant and interesting manner thus promoting confidence, pleasure and success in the subject.
* To ensure that every pupil fulfils their full potential as a learner of mathematics
* To develop in pupils, personal qualities of perseverance, confidence, curiosity, enthusiasm, exploration, independence and co-operation with others.
* To develop pupils’ ability to think clearly and logically, with confidence, flexibility and independence of thought
* To develop a deeper understanding of mathematics through a process of enquiry and investigation
* To develop pupils’ understanding of the connectivity of patterns and relationships within mathematics.
* To develop pupils’ good and clear use of mathematical vocabulary which is relative to pupils’ ability and experience and to develop their ability to use mathematics as a means of communicating ideas.
* Develop pupils’ ability to apply knowledge, skills and ideas in real life contexts outside the classroom, and become aware of the uses of mathematics in the wider world
* To develop pupils’ ability and inclination to work both alone and cooperatively to solve mathematical problems.

**High Quality Teaching and Learning**

In our school, the content of the mathematics curriculum taught is guided by our statutory requirement to deliver the statutory curriculum laid out in the Northern Ireland Curriculum (2007).

Our whole-school scheme of work is largely set out in line with the revised lines of development (CCEA). Staff have also agreed upon a set of principles which will inform and guide the nature of the learning experiences achieve the aims at set out earlier. These principles are set out under the 5 areas of mathematics taught in our school.

**Processes**

The NI Curriculum specifies a progression of Processes skills for children to acquire as they develop their mathematical ability. In order to facilitate this, our staff ensure that:

* Activities which allow the children to develop and enhance processes skills will be a regular feature of classroom life.
* Opportunities will be provided for pupils to work collaboratively so that through discussion they can develop their use of mathematical language and organise their thinking.
* Children will be asked to show an increasing level of independence in their planning and recording of work as they progress through the school.
* Children will be asked to show an increasing level of independence in their selection of mathematics and materials as they progress through the school.
* Opportunities will be provided for children to become familiar with and apply a range of problem-solving strategies.
* Opportunities will be provided for children to search for patterns and use relationships in investigative work, leading to an appreciation of generalisations.
* Opportunities will be provided for children to use an increasing range of mathematical language to facilitate their ability to communicate their mathematical ideas.

***Teachers will reference process skills being developed, through the teaching of the remaining four areas of mathematics, in their medium and short term planning. Teachers will also include stand-alone processes and problem solving activities.***

**Number**

The NI Curriculum specifies a progression of Number-based skills for children to acquire as they develop their mathematical ability. In order to facilitate this, our staff ensure that:

* Children will be encouraged to use mental calculations where appropriate.
* Children will have the opportunity to discuss and develop a range of calculation strategies.
* Teaching will encourage flexibility of thinking and utilisation of connections within mathematics.
* Children’s computational skills will be developed and consolidated using a balance between practice, and application in meaningful contexts, including Financial Capability.
* Opportunities will be provided for children to develop their estimation skills, and will be encouraged to estimate answers before completing calculations.
* Teaching will place a strong emphasis on ensuring children gain a sound understanding of the Place Value basis of the number system.

**Measures**

The NI Curriculum specifies a progression of skills in Measures for children to acquire as they develop their mathematical ability. In order to facilitate this, our staff ensure that:

* Children will use a range of measuring equipment in meaningful contexts, and be encouraged to make choices regarding the most suitable equipment.
* Children will follow a progression beginning with direct comparison, through measuring with non-standard units, to measuring with standard units with increasing accuracy.
* Children will be given opportunities to develop estimation skills in all measures.
* Teaching will place strong emphasis on ensuring that children understand that all measurement is approximate, and that they can make sensible decisions on the accuracy necessary in different situations.

**Shape and Space**

The NI Curriculum specifies a progression of skills in Shape and Space for children to acquire as they develop their mathematical ability. In order to facilitate this, our staff ensure that:

* Teaching will place emphasis on observing and understanding the properties of 2-d and 3-d shapes.
* Opportunities will be provided for the practical construction and investigation of shapes.
* Children will be given opportunities to explore position and movement in real-life contexts, utilising ICT where appropriate.

**Handling Data**

The NI Curriculum specifies a progression of skills in Handling Data for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Roan St. Patrick’s P.S. will ensure that:

* Teaching will be designed to ensure that children understand that the collection, representation and interpretation of data is a means through which real- life decisions can be made
* Handling data skills are used as a means of solving problems, through a four-point process : Pose a question; Collect data; Organise, display & interpret data; Answer original question
* Children will be given opportunities to make decisions regarding the what information is collected, how it is collected, how information is processed and how it is displayed
* Children will be given opportunities to apply data handling skills in a range of contexts, across subject areas
* Children will be given opportunities to develop an increasing range of ICT based handling data skills

**Teaching Approaches**

A variety of adaptable, flexible learning and teaching styles (inclusive of assessment for learning strategies), which respond to the diversity within the classroom, will be utilised so as to achieve the stated aims of the policy. These styles will include:

* Maths concepts are introduced and developed in a stimulating and interesting manner. Practical approaches are used effectively to develop mathematical concepts and to lay the foundations for more abstract work.
* Children will be aware of the intended learning outcomes from the beginning of each lesson.
* Teachers provide pupils with a variety of learning experiences in Mathematics lessons. These will include:

Discussion Pencil and paper Mental work

Problem Solving Games and puzzles Calculator Work

Use of ICT Use of the environment Estimating

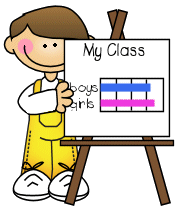
Investigations Practical activities Investigating

* Activities include modelled, shared and guided work.
* Pupils are involved in whole class; group and one to one teaching. They work as individuals, in pairs or in small groups/teams, thereby developing the ability to collaborate whilst also emphasising the importance of being able to work independently.
* Pupils are involved in a range of mathematical activities, appropriate to their level of understanding and attainment, where all can experience success and develop an interest in maths.
* Teachers have realistically high expectations of what the children can achieve, and pupils are challenged to extend their learning, with appropriate support being provided when they are experiencing difficulties.
* Pupils engage actively in their learning, and are confident applying their knowledge, understanding and skills in unfamiliar contexts.
* Teachers use of open-ended questions, problem-solving tasks and investigative activities develops the children’s capacity to reason logically, think flexibly, and make and justify decisions.
* Pupils are given appropriate time and encouragement to communicate and explain their mathematical thinking, to articulate the processes they use, to ask questions and to talk about their learning.
* Teachers make creative use of the wider environment to promote the development of mathematical thinking and problem solving skills.
* Teachers use interactive displays to capture the children’s interest and enhance their environment and their enjoyment and understanding of Numeracy.
* Teachers make effective use of routines and incidental opportunities to promote fun mental maths activities, reinforcing learning in an interesting way, e.g. quizzes, duels, rhymes and songs.
* From P1 to P7 pupils will progressively become familiar with the correct mathematical terms, definitions, signs, symbols and formulae appropriate to their level of understanding.
* Pupil achievement is promoted and celebrated through positive praise and class/school reward systems (House points, pupil of the week, mathletics awards, prizegiving award and Principal award)
* Teachers ensure that pupils’ mathematical experiences enable them to develop Thinking Skills and Personal Capabilities set out in the NI Curriculum:
  + Thinking, Problem-Solving and Decision Making
  + Managing Information
  + Being Creative
  + Self-Management
  + Working with Others
* Teachers ensure that opportunities are given, through the teaching of Numeracy, to develop the cross curricular skills of:
  + Communication
  + Using Mathematics
  + Using ICT

**Continuity and Progression**

Here at Roan St. Patrick’s, we strive to ensure that children’s mathematical knowledge, language and skills are developed systematically throughout the school. As mentioned earlier, we have a whole-school scheme of work in place for numeracy, which is based upon the progression in each of the 5 areas of mathematics contained within the NI Curriculum. Our School Scheme of Work has been planned collaboratively to ensure there are no gaps or unnecessary overlaps in that progression as the children move through the school.

Staff have also agreed upon the following to ensure continuity and progression:

* Teachers will produce medium and short term planning, focusing on the knowledge, skills, understanding and language being promoted and identifies clearly how the teacher intends to meet the range of needs within the class. This includes process and problem solving activities, and application of learning to real-life contexts. Teachers will take account of the children’s previous learning and use this information to inform their planning.
* Teachers regularly evaluate the quality and extent of children’s learning and use the outcomes to inform their future planning.
* All new ideas and concepts which the children encounter will be introduced from a starting point within the child’s knowledge and understanding.
* Assessment is designed and used to allow the teacher to accurately gauge the child’s present level of understanding so as to allow appropriate further work to be planned.
* Activities in mathematics will be differentiated so that children are always working at a pace and level of challenge which matches their ability.
* Planning will be regularly monitored by the Numeracy Coordinator to evaluate the levels of continuity and progression achieved.

**Monitoring and Evaluating Children’s work / Assessment**

Assessment is an integral and continuous part of the teaching and learning process at Roan St. Patrick’s P.S. and much of it is done informally as part of each teacher’s day to day work. Teachers continually assess children’s performance and progress, and the effectiveness of their teaching approaches and strategies. Information is gathered in a variety of ways:

* Discussion between child and teacher
* Observation whilst children are participating in activities
* Marking written work produced by the children as a result of a mathematical activity

The staff in our school strive to ensure that:

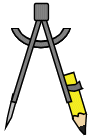
* Pupils are aware of the intended learning outcomes and success criteria and these are used to evaluate the extent of their learning.
* There is good formative marking of the children’s oral, practical and written work and Feedback is given to pupils, giving clear guidance as to how their learning can be improved.
* The strengths and difficulties which individual children experience are diagnosed regularly and this profile is used to inform the children’s subsequent learning programmes.
* The progress of each child is very carefully tracked and monitored.
* The assessment outcomes are used to good effect by individual teachers to evaluate the effectiveness of their own practice.
* The outcomes from monitoring and evaluation and the analysis of data are used effectively to inform target-setting at individual, group and class level.
* Where possible, teachers adopt assessment for learning strategies, including giving pupils regular opportunities to:
  + - assess their own and their peers work
    - evaluate the quality and extent of their own learning
    - set their own goals for improvement, and evaluate their achievement of these goals

More formal methods are used to determine the levels of achievement of children at various times during the school year:

Weekly class tests. These are used in KS1 and KS2, to assess achievement of maths learning.

Standardised Testing. Progress through Maths (GL Assessment) standardised tests are used once a year, towards the end of the year. The results are used to monitor individual’s progress year on year, to rank order a class and to identify those children who are underachieving in Numeracy. The results and analysis allow our school to identify strengths and areas for improvement in the provision for mathematics across the whole school, across individual Key Stages and within particular groups and classes. This information is then used by teachers to inform their planning, and inform whole-school development.

Termly levelled Pieces of work.

One piece of work in the area of numeracy is to be collected each term. These are usually levelled tasks which address a range of mathematical skills and showcase application of numeracy, particularly in KS2.

**Identifying and Addressing Underachievement**

In Roan St. Patrick’s, we consider it to be absolutely essential that each and every pupil fulfils their full potential as a learner of mathematics. To this end we aim to identify any pupils who are under-achieving, and to ensure that an appropriate remediation process is set in place, based on specific identified areas for improvement. Every pupil’s current PiM standardised score is compared with their most recent NRIT standardised score. If a pupil’s PiM score is 10 or more points below their CAT Quantitive score, this is an indication that the pupil is under-achieving in mathematics. (Note: we will be moving to the new GL descriptors for identifying underachievement in June 2017)

Pupils who have been identified as underachieving in Numeracy receive Numeracy withdrawal support, where specific areas of weakness are addressed. Pupils receive a weekly 20-minute session for a term. These are one-on-one with Mrs Daly, our Numeracy Withdrawal Support teacher.

Pupils may also be recommended to receive withdrawal support by class teachers, based on classroom observations and formative assessment. This is particularly true in P2, and Term 1 of P3 where children do not have PtM scores.

Children with a difference of 5 -10 between their PiM and CAT Quantitive standardised scores, are targeted within the classroom through additional support and differentiation. They may also receive withdrawal support if available.

**Mental Maths**

We recognise and value the vital importance of a child’s ability to calculate mentally. We view mental maths, not only as a crucial skill in the application of mathematics in the wider world, but it is a way of stimulating our children’s minds and helping them develop their proficiency and understanding in all areas of mathematics. All staff are dedicated to ensuring that:

* Pupils build up a bank of number facts which they know off by heart, to include addition, subtraction, multiplication and division facts.
* Pupils are able to use these known facts to perform an increasing range of calculations in their heads, using a variety of methods.
* Pupils build up a good understanding of the Number System, based on Place Value of Base 10.

Teachers achieve this by:

* Ensuring pupils are taught a minimum of 10 minutes mental maths per day.
* Implement a structured progression of mental maths, based on specific intended learning outcomes.
* Regularly assess pupils’ achievement of these learning outcomes.
* Using a variety of teaching activities, including mathematical games and ICT, in whole class, group and individual work.

**ICT**

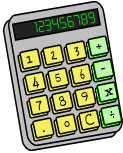
Here at Roan St Patrick’s, we are keen believers that ICT has a crucial role to play in the teaching of Numeracy, and may be used to enhance children’s knowledge, understanding and skills in all areas of Numeracy. Using ranging ICT activities allows teachers in our school to:

* Model mathematical concepts.
* Consolidate learning in an engaging and stimulating way.
* Facilitate a differentiated pace and level of learning that takes account of individual pupil abilities, including those who are more able.
* Help provide appropriate support and scope for greater independence for children at of all abilities
* Facilitate access to sources of information from across the world
* Allow pupils to acquire the skills to use ICT effectively.
* Increase motivation to learn.
* Provide a stimulating and non-threatening learning environment.

In our school, Maths is specifically developed through ICT in the following ways:

* Computers – pupils working individually/groups with software programs, including Matheletics.
* Ipads - pupils working individually/groups with apps.
* Interactive Whiteboards – modelling Mathematical concepts ( e.g use of Cuisenaire to model number facts), modelling graphs, pie-charts, databases, logo.
* Use of websites/games to consolidate concepts in an enjoyable way.
* Use of Bee-Bot to teach spatial awareness – using a sequence of commands – forwards, backwards, left, right, angles of movement (1 - 360˚), ½ turns, ¼ turns, clockwise, anti-clockwise.
* Educational Broadcasts – relevant TV/Radio programmes.
* Researching data through Internet.
* Pupils are set ICT based homeworks through the use Mathletics and other web based programs teachers find relevant for their pupils learning.
* Calculators – when appropriately introduced.

Our staff endeavour to ensure that

* Pupils’ experiences in the use of ICT to support mathematics and numeracy are carefully planned, appropriately supported and evaluated.
* Interactive whiteboards (IWBs), websites and learning platforms are used by children and teachers to explore, express, evaluate, exchange and exhibit understanding and learning.
* Mathematics-based computer programs are used effectively to:
  + engage the interest of the children
  + draw out connections between different aspects of mathematics
  + consolidate further the children’s understanding of important concepts
  + extend their skill at problem-solving
* Use of ICT will be outlined in teachers’ short-term planning.

**Calculators**

We recognise the importance of developing pupils’ ability to use calculators and interpreting calculator displays.

However they are only a tool for calculating, and should not take away from the importance of children’s proficiency performing calculations using mental or written methods.

**Leadership and Management of Numeracy**

Numeracy remains a priority in our school development plan, and this is supported by an appropriate action plan. It is produced, implemented and monitored and evaluated by Miss Quinn, our Numeracy co-ordinator.

Mrs McKeown (Numeracy co-ordinator), working in close collaboration with Mr Mone, (Principal) and all teaching staff, is dedicated to ensuring that:

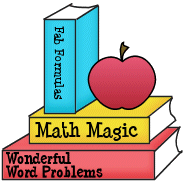
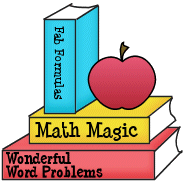
* There is structured, effective monitoring and evaluation of the quality of numeracy provision and learning across the school; this includes scrutiny of the planning and children’s written work, observation of lessons and effective analysis of data.
* Priorities for development within Numeracy identified are based upon detailed, up-to-date self-evaluation of the quality and effectiveness of the provision for Numeracy in our school, and current developments in Numeracy teaching and learning.
* Action plans have a clear focus on learning and teaching and the improvement of the children’s standards and achievements.
* The implementation of action plans and the achievement of success criteria in monitored and evaluated.
* Pupils’ achievement is monitored and evaluated, including production on whole school performance data and analysis of the data. Performance data analysis is then used effectively to identify priorities for whole-school development.
* Annual targets for standards achieved in Statutory Assessment in produced in collaboration with teaching staff.
* The school’s Programme of Study, and School Numeracy Policy, are kept up-to-date to reflect curriculum changes, current developments in the teaching and learning of numeracy, and the current practice and needs of our school.
* She strives to act as a role-model for good practice, has a clear vision for the development of mathematics and provides effective leadership, focused on ensuring that high quality learning experiences are provided for all children.
* There is a shared understanding of pedagogy and stages of conceptual development.
* Staff development needs are identified and there is effective dissemination of best practice within numeracy.
* School based INSET and School Development Days are organised and lead as required.
* SELB CASS services are liaised with to ensure staff receive suitable and sufficient support and training.
* Provision is made for pupils with special educational needs at an individual pupil level, class level and whole school level.
* Work closely with class teachers to identify children for Numeracy Support Withdrawal, and children to be targeted in the classroom through differentiation.
* Support the Numeracy withdrawal teacher, Mrs Daly, identifying and addressing specific manageable targets, and monitoring pupils’ progress and achievement during withdrawal period.
* Numeracy is continually being promoted throughout the school.

**Home/School links and the Role of Parents**

We believe that parents have a vital role to play in ensuring their children make appropriate progress and realise their potential in mathematics. We view parents as one of our greatest natural resources, and as such, we actively seek strong partnerships with parents and work to ensure that parents feel involved in their child’s education.

We are committed to ensuring that parents feel welcome, and are able to discuss their child’s progress in mathematics, or any areas of concern, at any time during the year by appointment with the class teacher. Parents are kept informed about their child’s achievement and progress, and ways they can help in their child’s Numeracy development in the following ways:

* Parents are invited to meet more formally with the class teacher once per year at Parent-Teacher meetings.
* Parents receive one written report on their child’s strengths, weaknesses and progress per year, usually in June. This will include PtM results for KS1 and KS2 children.
* Parents evenings and workshops, as appropriate. These are usually related to the school’s current targets for numeracy development.
* Parents are encouraged to participate with their children in mathematical homework activities, which are reflective of the children’s current classroom learning.
* Weekly tests are sent home to parents for signing.

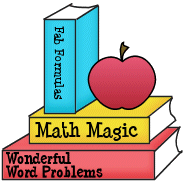
**Homework**  

(For more detail on the role, purposes and requirements of homework in Roan St. Patrick’s P.S., please refer to our Homework Policy)

When designing homeworks, staff ensure that they are appropriate to the age and level of progress on pupils and designed to complement current class work, to :-

* Inform parents of the type of work their child is currently involved with
* To allow the child to practice and improve skills introduced in class
* To give the child the opportunity to improve their ability to work independently and organise themselves
* To give the teacher information on the extent to which children have achieved the current intended learning outcome(s)

In order to achieve these objectives we would request parents, as far as is possible to:-

* Provide a suitable quiet area for homework activities
* Discuss with their child what they are expected to do before they start
* Ensure their child starts homework early enough so they can complete it by a reasonable time

**Cross Curricular Skills: Using Mathematics Across the Curriculum**

Using mathematics is the skills of applying mathematical knowledge, skills and understanding in a variety of contexts and problem solving situation. As such, the teaching of other subject areas provides an ideal opportunity to develop such skills.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

* Choose the appropriate materials, equipment and mathematics to use in a particular situation;
* Use mathematical knowledge and concepts accurately;
* Work systematically and check their work;
* Use mathematics to solve problems and make decisions;
* Develop methods and strategies, including mental mathematics;
* Explore ideas, make and test predictions and think creatively;
* Identify and collect information;
* Read, interpret, organise and present information in mathematical formats;
* Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;
* Develop financial capability;
* Use ICT to solve problems and/or present their work.

Some ways children demonstrate their mathematical skills and understanding to communicate, manage information, think critically, solve problems and make decisions in varied contexts in our school include:

**Literacy**

* Sequencing events in daily routines
* Accessing information from tables
* Reading material involving times, dates, shapes, positional prepositions (behind, underneath etc), comparative language (taller, heavier etc)
* Talking and Listening skills resulting from mathematical discussions

**World Around Us**

* Comparative language
* Estimating and Measuring skills
* Handling Data ( eg displaying the results of an experiment in graphical form)
* Carrying out surveys
* Sorting materials according to properties
* Accessing information from tables, charts and graphs
* Positional language
* Directions
* money.gifPoints of Compass
* Coordinates
* Scale in maps and plans
* Estimating and Measuring skills
* Timelines and sequences
* Accessing information from tables, charts and graphs
* Accessing information from computer databases
* Carrying out surveys and interpreting and displaying results

**Physical Education**

* Directions and movement
* Positional language
* Shape and symmetry
* Timing events
* Measuring events (eg furthest long jump)

**History**

* Timelines and sequences
* Accessing information from tables, charts and graphs
* Measuring (eg for a WW 2 Recipe)
* Accessing information from computer databases

**The Arts**

* Shape and symmetry
* Repeating patterns
* Language to describe 2D and 3D shapes
* Tessellating designs
* Proportion

**Evaluation of Numeracy Teaching**

Throughout this policy, it has been made clear that we are committed to the process of continuous improvement, based around the four characteristics of a successful school as set out in “Every School a Good School- a Policy for School Improvement” (DE 2009): Child Centred Provision, High Quality Teaching and Learning, Effective Leadership and School Connected to its Local Community.

We believe that constant self-evaluation of our provision for Numeracy is the most effective way of ensuring we provide high quality teaching and learning experiences for our children, and that all our children realise their full potential in Numeracy. We consider Self evaluation as the responsibility of all staff:

Class Teachers monitor and evaluate their own teaching on an ongoing basis. This involves judging whether children are achieving intended learning outcomes, and the information generated is used to gauge the effectiveness of the teaching approaches used and to inform planning for further teaching. Teachers also use assessment outcomes to evaluate the effectiveness of their own practice, and to identify needs of pupils within their class, on an individual, group or whole-class level.

The Numeracy Coordinator oversees the progress we are making in towards fulfilling our aims and leads the monitoring and evaluating of the whole school’s provision of numeracy through:

* + Monitoring implementation of Numeracy Action Plans
  + Evaluating the achievement of Success Criteria contained within Action Plans
* Setting targets (levels) for all pupils in Key Stage One and Key Stage Two at the beginning of each school year.
* Analysing pupil data to see what trends are emerging and to consider how to deal with any issues that may emerge – early intervention.
* Evaluation of pieces of work (internal standardization);
* Displays of work in a particular AT or area of Mathematics;
* Teachers’ half-term planners highlighting the attainment targets taught.;
* Informal discussions with staff;
* Formal mathematics meetings;
* Regular reviews of the Numeracy Action Plan;
* PRSD targets
  + Coordinating self evaluation through implementation of the SELB Numeracy Self Evaluation File
  + Leading an on-going, collegial approach to whole school self-evaluation referenced to examples of effective practice as detailed in “Better Numeracy” (ETI 2010), using a process based upon agreed quality indicators taken from “Together Towards Improvement” (ETI 2010)

Self-evaluation is an ongoing process which is a component of our Cycle of Development. The information gained through self evaluation feeds back into the cycle to enable us to plan for future improvement and determine training and development needs.

**Numeracy Policy Review Procedures**

This Policy is designed to reflect current practice within the school environment. Although the overall aims for Numeracy teaching and learning are likely to remain fairly constant, the practices evolve over time as the school progresses in its development of Numeracy provision.

Accordingly, this Policy is under a process of constant review and will be updated regularly to ensure it continues reflect current practice and to achieve its designated purposes.