



Numeracy

Ratified: September 2023

To be Reviewed: September 2025

Mathematics and Numeracy

Numeracy is the development and application of mathematics across the curriculum and in real life situations. Skills in numeracy should help children to make informed and responsible choices and decisions throughout their lives.

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

- Develop a positive attitude towards mathematics and an awareness of the fascination of mathematics;
- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- work in a concrete (with practical resources), pictorial (using pictures/diagrams) and then abstract (sums/number sentences) way;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop a variety of methods and strategies, including mental mathematics to enable children to identify patterns in maths, decide on a process to approach their work and problem solve;
- 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;
- use mathematical language to discuss and explain the process behind their work.
- develop financial capability;

- use ICT to solve problems and/or present their work;
- To develop the initiative and an ability to work both independently and in cooperation with others.

From: Requirements for Using Mathematics, NI Primary Curriculum p6 (CCEA 2007)

ROLE OF THE NUMERACY COORDINATOR AND TEAM

The Numeracy Coordinator is responsible for improving standards and learning in Numeracy throughout the school:

- ensuring the policy and resources are well organised, reviewed and easily accessible;
- being aware of National developments in Numeracy, attending training and ensuring staff are fully updated on any changes;
- lead professional development in Numeracy in accordance with staff development needs and encourage the sharing of good practice;
- identify strengths and weaknesses within the subject, setting clear targets to sustain and improve pupil progress;
- ensure classes are well equipped with practical and written resources for classwork and assessment;
- Keep a record of data from year to year and how this informs withdrawal group planning.

TEACHERS' PLANNING AND ORGANISATION

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the Numeracy coordinator/team.

The approach to the teaching of mathematics within Taughmonagh Primary School is based on an Active Teaching Cycle (ATC).

- Classes are ability grouped
- The class teacher works with one group each day
- The second group is working on a scaffolded task
- The final group is working independently
- The groups are rotated throughout the week

Medium term planning is in the form of Learning Intentions for each group per week. Short term planning is more detailed weekly plans for each group (See Appendix)

(Numicon handbooks are referenced for medium term planning and weekly planning for number and non-number from Nursery to P5)

SPECIAL EDUCATIONAL NEEDS

Children with SEN are taught within the daily mathematics lesson and are encouraged to take part when and where possible (please see the section on differentiation).

Where applicable children's IEPs incorporate suitable objectives from the NI Curriculum and

Work in mathematics can generate a great deal of marking and it is recognised that it is not always desirable to mark every piece of work. The children themselves can mark exercises which involve routine practice with support and guidance from the teacher. Where appropriate children in Years 5, 6 and 7 are encouraged to check computational exercises with a calculator. This can foster independence in the children, who can seek help if they are unable to locate and correct their errors.

The quality of marking is crucial. A simple 'X' is of little assistance to a child unless accompanied by an indication of where the error occurred, together with an explanation of what went wrong.

Marking should be both diagnostic and summative and school policy believes that it is best done through conversation with the child but acknowledges that constraints of time do not always allow this.

Teachers who have given verbal feedback to children will sometimes note this on work alongside a simple tick.

ASSESSMENT AND RECORD KEEPING

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment, formal and informal, is carried out:

- orally through questioning
- by observation of children at work. This can be recorded in private folders on Seesaw so a learning journal is kept of children's work.
- marking of children's work
- pupils levelled and end of year targets set
- targets reviewed on termly basis.
- Using Mathematics assessment tasks – termly
- Assessment tasks are moderated within key stage

Staff use the following tests and guidelines for assessment purposes

- Ready Set Go
- Ready for Calculating
- Maths Milestones
- PTM
- Numicon explorer progress books
- Sandwell assessments are to be introduced to give children a Numeracy age.

ICT

Computers and interactive whiteboards are used to enhance the teaching of numeracy within our school.

Children have the opportunity to use computer programs and the internet to -

There is also access to Numicon online resources, interactive whiteboard software and some staff are trained to implement the Numicon Intervention Programme with children from P3 up to identify and 'plug' gaps in learning.

Teachers also have access to Heinemann Active Maths which comprises a variety of online resources and planning, interactive whiteboard software, text books and games.

There is also a wide variety of practical and paper based resources used at teachers discretion within school.

HOMEWORK

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities are valuable in promoting children's learning in mathematics.

Activities are sent home on a regular basis (see the separate school Homework Policy) and take the form of number games and tasks with some formal exercises for older children.