

Dalserf Primary School

Position Statement for Numeracy and Mathematics

Rationale

Dalserf Primary School endorses the Principles and Practice ideals outlined within Curriculum for Excellence, which recognises that Numeracy is a major component of primary education. It states that:

“Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.” (Numeracy across learning: Principles and Practice pg 1 2009)

Our aims of Dalserf Primary School for the development of our learners’

Numeracy –

- To provide high quality teaching, learning and assessment experiences for all learners.
- To provide a visually stimulating, numeracy rich teaching and learning environment for all learners.
- To provide challenge, enjoyment, progression, breadth, depth, relevance, coherence, personalisation and choice in all aspects of numeracy.
- To make meaningful links between numeracy and mathematical skills and the application of these in all curricular areas / aspects of life.
- Using various strategies to develop confidence and accuracy in the mental agility of all pupils.
- To provide high standards in the acquisition, and use, of all numeracy skills.
- To develop higher order skills through problem solving approaches within numeracy and mathematics.
- To provide opportunities for learners to collaborate throughout the curriculum to develop and extend their numeracy skills.
- To engage parents in supporting their children’s numeracy development.
- To work collaboratively with partner agencies and other establishments to help ensure best possible provision and sharing of best practice.
- To provide high quality CLPL opportunities to ensure that the teaching of numeracy and mathematics is maintained at the highest level.

Created May 2020

Staff involved: N.Thomas & T.Barber

Consulted: All teaching staff

Aims into Action

Whilst it is important that pupils are taught core numeracy and mathematics skills and knowledge, this should never be exclusive to only these lessons. Discrete lessons aim to develop skills and knowledge before learning to apply them in other contexts. Numeracy Across Learning means the development of Numeracy and Mathematics in, across and throughout the curriculum.

In many discrete lessons there will be elements of mental maths, problem solving and application of numeracy knowledge. Teaching staff are encouraged to use their professional judgment to ensure there is suitable time allocation to the teaching of Numeracy and Mathematics.

In planning, staff consider each Curriculum for Excellence organiser within Numeracy and Mathematics, across the year, taking account of individual needs and abilities. Teachers use Curriculum for Excellence benchmarks and progression pathways to ensure that there is progression appropriate to individual abilities and that assessments are well planned.

From the early stages onwards, the children and young people will experience success in Numeracy and Mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of all mathematical concepts.

Staff have been trained in the use of Numicon as a multi-sensory resource to help children learn the connection between numbers. They have recently been developing their teaching of mental maths strategies and ways to improve mental agility in pupils.

Assessment

Assessment is an integral part of the teaching and learning process. AifL strategies are common practice in classes. All learners experience the sharing of learning intentions and success criteria. They are questioned throughout lessons in a way that promotes higher order thinking, they are provided with useful feedback that helps move their learning forward and are provided with opportunities to engage in self and peer assessment. The quality of the dialogue that learners engage in with their teacher and each other cannot be underestimated. Self and peer assessment,

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in addition to quality dialogue between teacher and pupil, should allow for the setting of the next steps, where possible.

Teachers utilise a range of well-known numeracy and mathematics summative assessments and combine this with their own teacher judgement when reporting about a child's progress. The application of skills and knowledge across the curriculum forms part of this judgement.

Use of digital literacy in Numeracy and Mathematics

A variety of technology is used within Numeracy and Mathematics to enhance, consolidate and support learning. It can be beneficial for pupil engagement, and can make the curriculum accessible to pupils of differing abilities, while inspiring children by linking teaching and learning with real-world platforms. Use of technology features in most lessons for periods of time, the number of devices can mean a rotation or shared approach is often adopted.

Role of Support Staff

Our school seeks to ensure that the needs of all our learners are met through our established assessment, evaluation, monitoring and staged intervention processes. Where appropriate, Support Staff are allocated to support the learning that takes place. Staff support children in developing and applying their numeracy and mathematics skills, in line with the class teacher's requests. In some cases, Support Staff will deliver one-to-one support interventions for pupils identified through the staged intervention process. Any such Support Staff member will have received additional training on the use of the intervention.

Role of the Head Teacher

The Head Teacher ensures that all staff are fully supported in the delivery of high-quality teaching and learning of Numeracy and Mathematics through regular professional dialogue, monitoring, evaluation and quality feedback (forward plans, classroom and jotter monitoring). The Head Teacher, through discussion(s) with staff, ensures that resources are kept under review and that these are added to, where possible, in order to promote learners' enjoyment and level of challenge.

The Head Teacher keeps staff informed of quality continuous learning opportunities. Staff are provided with opportunities to collaborate meaningfully to enhance provision, to be innovative in their teaching and to share good practice, within and out with our establishment. The Head

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Teacher and Numeracy Co-ordinator provide support to ensure that relevant and up-to-date advice and resources are made available.

While each class teacher is directly responsible for the attainment and achievement of pupils in each class, it is the responsibility of the Head Teacher to ensure that effective, rigorous tracking and monitoring takes place to ensure that all pupils achieve their full potential. This occurs in conjunction with school's staged intervention system.

Parental Involvement

Dalserf Primary School is committed to involving parents and families in the work of the school and in supporting the development of children's numeracy and mathematics. Dalserf is committed to achieving this through purposeful parents' meetings, newsletters and information leaflets. The school operates an open-door policy, whereby parents are welcome to contact us to discuss any questions or queries at any time.

Whole School Events and Enjoyment

Dalserf prides itself on the strong, positive ethos that the team of staff, pupils and parents working together provides. We believe that the extent to which our learners enjoy and are motivated by their experiences has a huge impact on their numeracy and mathematics development. We are eager to promote lifelong learning and a love of numeracy and mathematics in all learners. As such, we seek to actively promote the enjoyment of numeracy and mathematics through the use of whole school events (e.g. Finance week, participation in World Numeracy Day).