NUMERACY & CALCULATION POLICY

Approved by S&C Committee: September 2013
Review Date: September 2016

Numeracy is a key life skill involving competence with numbers and measures. It requires an understanding of the number system, a range of computational skills and an enthusiasm for and ability to solve problems in a variety of contexts. Numeracy also demands practical understanding of ways in which information is gathered. It is used in a variety of ways in cross curricular subjects that allows children to analyse and communicate information, at the same time teaching children skills for life.

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them. This policy should be read in conjunction with all other school policies, particular;

- Learning & Teaching Policy
- Marking Policy
- Curriculum Policy
- Assessment Policy

1. CORE PRINCIPLES OF NUMERACY

We believe that children should develop:

- A positive attitude to numeracy by presenting it as an, interesting and enjoyable subject
- A confidence in their own ability to understand and tackle mathematical questions
- Their ability to think clearly and logically with independence of thought and flexibility of mind
- An understanding of mathematics through process of enquiry and experiment
- An awareness of numeracy in everyday learning and beyond the classroom
- Persistence through sustained work that requires perseverance over time

2. TEACHING

Teachers understand the need to provide a wide range of experiences and tasks appropriate to the needs of the children, so allowing them to develop confidence and understanding.

This will include:-

- Mathematical concepts
- Knowledge and understanding
- Recall of basic facts
- Relevant skills
- Patterns and relationships
- A feel for number
- Use of a variety of resources and teaching styles – including calculators.

3. LEARNING

Numeracy is approached through a process of investigation, problem solving and enquiry. A variety of teaching styles are used to engage the learners:

- Modelling by the teacher
- Problem solving and investigation
- Practical work
- Consolidation and practice
- Mathematical discussion
- Mental and oral work
- Paired work

- Mixed ability groups
- Ability groups
- Individual work
- Whole class teaching

Resources:

A wide range of resources are available within each classroom to enable the children to support their own mathematical enquiry and learning. This may include:-

- Calculators
- Computers
- Whiteboards and pens
- Hundred squares
- Multiplication square
- Unifix
- Counters
- Dice
- Number lines
- Number square
- Mathematical language

4. ASSESSMENT AND EVALUATION

Teachers use a variety of sources to develop a profile of the children's attainment and evidence can be found in their planning folders, APP records and throughout children's work.

In addition:-

- All children undertake an age appropriate assessment task each term
- Individual Targets are set
- At the end of KS1 and KS2 the children complete SATs tests
- Optional SATs are completed for Y3, 4 & 5
- Foundation stage children are monitored throughout the year using the Development Matters Statutory Framework