



Numeracy Policy

December 2019

Intention

“Mathematics is a creative and highly interconnected discipline that has been developed over the centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. A high quality mathematical education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.” (*The National Curriculum, 2014*)

At Ickford our primary intention is to motivate and engage the children; to inspire a love of, and self-confidence in, Maths to ensure that all pupils become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying mathematical knowledge.

Our intent is that each child has:

- An understanding of the important concepts and an ability to make connections within Mathematics.
- A belief that they are good at Maths.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject

Implementation

In both key stages the curriculum is implemented using a range of teaching strategies which promote confidence and mental fluency with whole numbers, counting and place value involving the use of practical resources and concrete objects. Pupils are encouraged to read and spell mathematical vocabulary at a level consistent with their increasing word and spelling knowledge. By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programmes of Study. High importance is given to spoken mathematical language, setting work out systematically and encouraging growth mind set. The Maths schemes of work ensures full curriculum coverage

and are implemented using a range of teaching strategies that promote problem solving, investigation, resilience , trial and error including:

- Problem solving suited to ability
- Using mathematical games
- Looking at real life objects
- Outdoor learning
- Cross curricular themes
- Investigations
- Use of film and podcast
- Written tasks
- Mental calculations
- Technical drawing
- Using equipment such as abacus, dice, compass, protractors
- Use of text books
- ICT based programmes (MyMaths etc)

Impact

We assess the children's knowledge of maths through observations, continuous oral questioning and by evaluating written evidence in the children's exercise books. To ensure the progress of each individual child, formative assessment through marking, individual target setting, pupil reflective feedback forms and termly summative assessments are carried out using standardised tests (Puma). The children are given an Integris grade based on a combination of summative assessment and the class teacher's formative assessment. Progression is tracked and recorded as the child progresses through each academic year and throughout the school.

The impact is measured through learning walks, 10 MOPs and observations as a barometer of child engagement and progression in lessons. This is cross-checked with summative assessment results every term.

Equal Opportunities

When teaching Maths, we ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by planning creative and open tasks tailored to scaffold, stimulate and challenge children of differing abilities to suit their individual requirements.