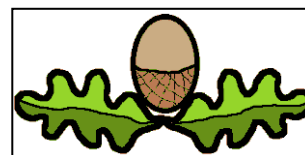


Aitkenbar Primary School

Draft Numeracy Guidelines

(2013 -2014)



RATIONALE

A firm grasp of numeracy is essential in order to face the challenges of the 21st century. Children must learn to use numbers in everyday situations such as buying food, keeping time, understanding timetables etc. The necessary support is provided to ensure all children learn effectively, taking account of GIRFEC and ASL legislation.

In Aitkenbar we are committed to delivering dynamic and relevant learning opportunities and meet this challenge by:

- Ensuring that numeracy and mathematical skills are valued and understood as a major factor in successful learning
- Delivering relevant, engaging, challenging numeracy lessons which motivate learners and enable them to apply learning in new contexts
- Engaging in professional dialogue, sharing good practice and working with parents and partners to sustain improvement.

AIMS

- To provide a seamless, coherent numeracy curriculum which delivers high quality learning and teaching (3 - 18)
- To raise attainment in numeracy in all pupils
- To ensure that all pupils are provided with opportunities to acquire, understand and apply numerical skills confidently and effectively
- To ensure effective approaches to the assessment of numeracy

RESPONSIBILITIES

- All staff are aware of their responsibility to deliver high quality learning and teaching in numeracy
- All staff follow appropriate systems of tracking and monitoring pupils' attainment in numeracy
- All staff understand the procedures for referring a child who is not meeting expected levels of attainment to the Pupil Support Co-ordinator for further assessment and appropriate intervention

CULTURE AND ETHOS

In Aitkenbar Primary School we strive to:

- Set high standards for all

- Promote a positive attitude to numeracy amongst all children, staff and parents
- Make numeracy lessons fun
- Ensure that numeracy has a high profile throughout the school
- Give children responsibility for their learning in numeracy

PLANNING

When planning, teachers:

- Clearly set out what children are expected to learn using guidance from the Experiences and Outcomes and the progression planners
- Indicate a range of learning experiences, teaching approaches and resources
- Include differentiated plans and support for identified children (if not included in setting arrangement)
- Identify the focus for assessment ensuring a balance of formative, summative and diagnostic assessment

LEARNING AND TEACHING

The following elements provide a focus for our learning and teaching in numeracy:

- Children are aware of the importance of numeracy
- Lessons have clear learning intentions and success criteria
- High expectations are maintained
- Children are taught to understand key concepts, facts and techniques
- Mental agility is a feature of every numeracy lesson
- Problem solving skills across learning are developed
- Adequate time is devoted to the teaching and learning of numeracy skills
- Tasks and activities over time provide depth and breadth of learning, appropriate challenge and the opportunity to apply skills in different contexts
- Numeracy is taught in relevant, real life contexts
- Technology is used to support and enhance learning
- Formative assessment strategies are central to learning and teaching in numeracy
- A variety of learning styles are used - active, co-operative, collaborative and independent learning
- Published resources (e.g. TJ textbooks, Heinemann workbooks) support learning and teaching, they do not dictate it

- Homework activities are used in a formative way to check for understanding and practise skills in mental agility

SETTING ARRANGEMENTS

Children in the upper stages of the school are set for Numeracy:

- Numeracy outcomes are delivered through setting
Please refer to specific setting guidance

MONITORING AND ASSESSING PROGRESS

The following elements enable us to monitor the effectiveness of learning and teaching in numeracy:

- Children are encouraged to reflect on their learning using formative assessment strategies
- Teachers' assessment is integral to the learning and teaching process. It focuses on understanding; not just on procedural skills. It identifies barriers to learning and enables the teacher to plan next steps for learners and to monitor progress.
- Peer and self assessment enable children to take ownership of their learning.
- Dialogue between learner and teacher takes place, providing support for identifying and planning learning targets
- Summative assessment, together with other forms of evidence, is used for future planning.
- Information is shared and passed on to ensure successful transitions. This happens at:
 - Pre 5 ⇨ Primary 1
 - Primary 1 ⇨ Primary 2
 - Primary 2 ⇨ Primary 3 etc
 - Primary 7 ⇨ Secondary 1

This information is shared consistently and timeously.

PARTNERSHIP AND PARENTAL INVOLVEMENT

The following elements feature in our partnership work:

- Learning opportunities enable children to make connections across curricular areas and to the wider world
- Staff take opportunities to engage in CPD activities which improve their confidence and competence in teaching numeracy
- Approaches are shared with colleagues in the cluster group
- Parents are kept informed of developments in numeracy

- Parents are encouraged to take an active role in promoting numeracy at home from the earliest stage (mental maths homework cards)
- Information and parent guides are posted on the school website
- Progress in numeracy is reported to parents in Oct/Nov (parents' night), in Feb (interim report) in May (end of session report) and in June (parents' night)
- Outdoor learning opportunities enhance numeracy skills
- Opportunities are sought within the local community and with business partners to develop numeracy skills - e.g. Credit Union, Health Week, Money Week.