Al-Ameen Primary School – Numeracy Policy

**School Statement**

Al Ameen Primary School is implementing the National Numeracy Strategy. The school has adopted the framework and all staff use the introduction to guide their work. The Numeracy policy supports the whole school curriculum policy and reflects school policies on equal opportunities issues. Numeracy has a cross-curricular role and this is reflected in the schemes of work for other curriculum areas, where appropriate and relevant.

**Aims**

Numeracy is an essential element of communication. It is a powerful tool used in a wide range of purposeful tasks. Our aim is to both equip pupils with the mathematics they need to become numerate pupils and to help them see the fascination and excitement of mathematics.

Numeracy helps to focus attention on careful, systematic and accurate performance of tasks, and promotes logical thought. It should be an experience from which pupils derive pleasure and enjoyment. Children should be set tasks which challenge them but which also offer them the opportunity to succeed.

Teachers should be aware of the range of abilities in classes /groups, encourage all children to believe in their own ability, and to achieve their potential. In order to achieve the entitlement to equal opportunities in Numeracy, materials and practices must be free from gender and racial stereotyping and available equally to all.

**Organisation**

A daily mathematics lesson of 45 - 60 minutes is taught in Years 1 - 6. In Reception an integrated approach is used initially leading to a dedicated mathematics lesson.

Pupils are taught in ability groupings in Years 1,2, 3,4, 5 and 6.

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**Curriculum Planning**

The medium term plans in the Framework are used to inform planning.

The weekly planning proforma is used by all staff to plan lessons.

Teachers annotate plans as they evaluate their teaching.

**Teaching Approaches**

The range of teaching approaches as recommended in the strategy are adopted and used across the school.

The school ensures consistency in the formation of figures as follows:

0 1 2 3 4 5 6 7 8 **9**

A strong emphasis is given to the development of mathematical vocabulary. The QCA vocabulary book is used to inform teaching across the school.

Learning objectives are shared with the children .

The strategy progression through calculation has been adopted. The school emphasizes, mental calculation, then promotes informal jottings and ensures that pupils are secure in their skills before introducing formal written methods.

ICT is used where appropriate to support children’s learning in Mathematics.

The use of the calculator is taught in year 5 and 6. The school adopts the guidance on their use in the “framework”. Calculators are used further down the school as an aid, but no specific skills are taught.

**Assessment, recording and reporting**

Half termly formal assessments are used to monitor progress against key objectives. Rising Stars assessments are used for this purpose. On-going teacher assessment is usually one-to-one, practical, oral or written. Assessment is conducted on a continuous basis to assess whether children are ready to progress. Samples of work are passed on to the teachers in the next year group.

Records are kept of pupil’s progress against key objectives. They are updated half-termly.

Children’s achievements and progress are reported to parents in accordance with the school’s overall reporting policy.

**Equal Opportunities**

All pupils have an entitlement to equal opportunities in mathematics irrespective of gender, ethnicity, class or language.

The school will endeavour to meet the needs of all pupils with appropriate strategies. Support in mathematics is not restricted to children of lower ability; children of an exceptionally advanced ability would also be supported by means of an enriched programme of work to cater for their own specific needs.

**Parents and Homework**

The school keeps parents fully informed of the mathematics curriculum.

- Information on individual pupils is shared at parent consultation session.

**Resources**

The Hamilton scheme is used for Reception and in Year 1-6. There are basic sets of equipment in each classroom, larger equipment is centrally stored. Teachers are expected to personalize plans to ensure that individual needs of children are catered for.