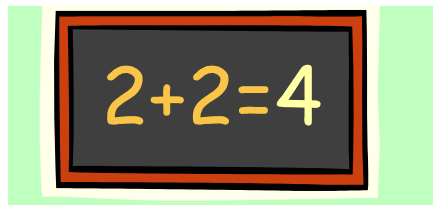


Ballytober Primary School

Numeracy Policy



Definition

The term "numeracy" has many connotations. For the proverbial 'man in the street' numeracy means having a familiarity or working knowledge of the four rules of arithmetic - addition, subtraction, multiplication and division. When questioned about this the definition is quickly extended to the application of these rules to everyday situations. In so doing the distinction between numeracy and mathematics is eroded.

Numeracy is an 'at - home ness' with number, the operations on number, the application of number to a whole range of every day situations, the representation of number in diverse forms including graphical representation, and the ability to estimate and approximate number in differing formats and in a range of situations.

It is important that prior to considering the formulation of a Numeracy Policy that the role of numeracy within mathematics is clear. Numeracy and mathematics are, for all intents and purposes, synonymous terms.

About the School

Ballytober Primary School is a small rural school on the outskirts of the village of Bushmills. The school consists of two permanent classrooms and two mobiles, one of which is used exclusively for the teaching of Key Stage One, and the other for the teaching of Primaries five and six.

We have a staff of three permanent, one full time temporary teacher, and one part-time teacher.

Primary One have a classroom assistant for 16 hours per week and a further classroom assistant is employed for 15 hours per week for the specific needs of a child within the classroom.

A further classroom assistant is employed for 20 hours per week and works mainly within Key Stage Two.

Throughout the year various individuals are employed on a voluntary basis or through various schemes or courses such as those participating in G.N.V.Q qualifications to assist in each classroom.

The school has extensive grounds and efforts have been made over the years to enhance it by the planting of indigenous trees and plants.

Introduction

We, as a staff teach numeracy because:

- It is an essential tool for life.
- It contributes to the development of number.
- It is enjoyable.
- It is a compulsory part of the N.I. Curriculum.

Aims

Ours aims as a staff are:

- To encourage the effective use of numeracy.
- To develop the ability to think clearly and logically.
- To develop in pupils personal qualities of perseverance, confidence, independence and co-operation with others.
- To enable all pupils to experience success and pleasure through practical activities.
- To enable pupils to communicate effectively through the medium of numeracy.
- To foster an understanding of numeracy through a process of enquiry and experiment.
- To encourage mastery of basic numeracy skills and knowledge.
- To encourage parents to become involved in their children's learning.

Resources

Personnel

Every member of staff has a responsibility for developing numeracy.

The subject Co-ordinator will take initial responsibility for the development of policies and schemes in conjunction with all other members of staff.

In-service training, when and where available, will be considered and arranged through the Numeracy Advisory Service.

We will work together, as a whole staff, to develop schemes, which will follow closely the Programmes of Study for Northern Ireland.

Equipment

The Co-ordinator will be responsible for liaising with other staff members, and assisting with the ordering, monitoring and maintaining of numeracy equipment.

Equipment will be ordered and renewed within the constraints of the annual budget, and when various funds are made available through fund raising etc.

All numeracy equipment will be stored in the classrooms and shared when appropriate.

Printed matter

Our main scheme is Heinemann. We have now also begun to focus on the new scheme devised by the N.E.E.L.B drawn up in accordance with the revised curriculum. However, photocopiable materials drawn from various sources supplement both.

I.C.T. resources

Every classroom is equipped with computers, television, video/D.V.D, radio and C.D players.

Suitable software located on the C2K network, and appropriate Internet sites are available to each Key Stage.

School Environment

We aim to make use of the school buildings, grounds and immediate surroundings to promote numeracy concepts.

Classroom Organisation

We aim to give our pupils a variety of learning experiences in numeracy lessons. These will include:

Discussion	Pencil and paper	Mental work
Calculator work	Games and Puzzles	Broadcasts
Use of I.C.T	Use of the environment	Problems
Investigations	Practical activities	Estimation

The teaching strategies used will include practical teacher demonstration, individual, paired, group and class teaching. These teaching strategies will match:

- The level of understanding of the pupil.
- The age and ability of the pupil.
- The nature of the topic.
- The available resources.

Continuity and Progression

We use the Lines of Development to ensure continuity and progression throughout the school in all five numeracy areas.

Overall schemes and half term planners ensure the content of the Northern Ireland Curriculum are covered.

Continuity is ensured by whole staff agreement on:

- Programmes of Study/Northern Ireland Curriculum for numeracy (as appropriate)
- Numeracy language and conventions.
- Compatibility of teaching approaches.
- Development of schemes of work.
- Appropriate teaching strategies.
- Classroom organisation.
- Resources and materials.
- Assessment and recording procedures.

Monitoring and Evaluation

Monitoring and evaluation are integral parts of teaching and learning and the responsibility of all staff.

The Co-ordinator will oversee the progress we are making towards fulfilling our aims.

This will be done through:

- Evaluation of pieces of work. (internal standardization)
- Displays of work in a particular A.T. or area of numeracy.
- Informal discussions with staff.
- Formal numeracy meetings.
- Regular reviews of the Numeracy Action Plan and Schemes of work.

The evidence, which we gather through these procedures, will be evaluated regularly. We will try to ensure that the pupils' work is of a high standard and that these standards are evaluated, maintained or, in some identified areas, improved.

We intend to do this through:

- Class, topic and/or end of term tests.
- End of Key Stage results.
- Formal and informal assessment undertaken as part of normal classroom teaching.
- Observation of practical activities.
- Discussions with pupils.

Monitoring and Evaluation (cont.)

- Quality marking of pupils' work, including discussion on areas of weakness and ways of improving.

- Use of assessment, recording and reporting procedures.
- Regular detailed and comprehensive information given to parents about a pupil's achievement and progress.

Cross Subject Links/I.C.T. and Cross Curricular Themes

Numeracy contributes to many other subjects of the curriculum. Other subjects can provide the opportunity to develop and enhance numeracy skills and knowledge. Numeracy

also makes a significant contribution to the development of more general skills such as communicating, reasoning and problem solving. Opportunities for developing numeracy across other subjects and CCT are being and will be incorporated into the Schemes of Work.

I.C.T. is an integral part of the planning and delivery of the numeracy curriculum. Each teacher aims to integrate specific programs and games supplied on the C2K system into their classroom teaching as and where appropriate. Details of the part this plays in supporting the teaching and learning will be included in the Schemes of Work.

Home/School Links

Parents will be kept informed of the progress of their children and encouraged to participate in and support their education.

This will be done through:

- Interviews in the Autumn term.
- Written reports in the Summer term.
- Well-chosen homework activities, relevant to the topic being studied and reinforcement of the lesson of the day.
- Displays of work
- Prize giving.

Differentiation and Equal Opportunities

Staff will provide a differentiated learning environment, which will take account of:

- Gender.

- High and low achievers.
- Children with Special Educational Needs.

In line with the Code of Practice, the special needs of individual pupils will be catered for through consultation with parents, SENCO and CO-ordinators as well as other appropriate agencies. (See Special Needs Policy) To ensure early intervention when needed, we will monitor the progress of all pupils on a daily basis.

The Way Forward

In this academic year, 2007/2008, we are currently involved in the R.A.I.N. project. (Raising Achievement in Numeracy.) It is intended, therefore, that we will meet to set targets and put into operation plans to raise standards in numeracy with a view

to incorporating the revised curriculum and concentrating on a much more practical approach to numeracy.

Preliminary discussions have identified the following areas as requiring action:

- Updating overall Schemes of Work.
- Improving and extending numeracy equipment and games.
- Further development of the use of I.C.T.
- Introducing more formal means of assessment.
- Monitoring results through tracking procedures.