



MATHEMATICS AND NUMERACY POLICY

June 2024

CONTEXT

Whilst this policy has been agreed by all staff to define our particular principles, practices and provision, it should be noted that our work lies within the wider context of the NI education system. The following are the main structures within which we operate:

- The stated vision of the Department of Education for Northern Ireland "to ensure that every learner fulfils his or her potential at each stage of his or her development." (DE 2010).
- The overall aim of the NI Curriculum "to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives." (DE 2008)
- The characteristics of effective practice, defined in "Every School a Good School - a Policy for School Improvement" (DE 2009), grouped under the following four headings:
 - Child Centred Provision
 - High Quality Teaching and Learning
 - Effective Leadership
 - A School Connected to its Local Community
- The prominence of Literacy and Numeracy within the NI Curriculum, emphasised in "Count, Read: Succeed - a Strategy to Improve Outcomes in Literacy and Numeracy" (DE 2011):

"Literacy and numeracy are at the very heart of the revised curriculum." (para.2.3)
"Developing literacy and numeracy therefore must be central elements of a school's delivery of the revised curriculum, and of the support and professional development for teachers in implementing the curriculum." (para. 2.5)
- The characteristics of the most effective practice in numeracy provision in NI primary schools, identified by ETi in "Better Numeracy in Primary Schools" (ETI 2010)

INTRODUCTION

This Policy has been produced to:

- Promote a high standard of excellence and consistency of approach amongst all staff
- Communicate the main features of the teaching and learning of mathematics and numeracy in our school

- Form a reference document for all staff members

Its intended audience is:

- Existing and newly appointed staff members
- Members of the Board of Governors
- Existing and prospective parents
- Any other stakeholders and educational partners

This policy will set out the agreed key principles and practices that guide the development of numeracy in our school, drawing on the indicators of effective provision from "Every School a Good School" using the four headings noted above.

At Milltown Primary School we believe that numeracy skills are the key to future educational success and to ensuring that each child has the opportunity to develop as an individual, as a contributor to society and as a contributor to the economy and environment.

We have adopted the definition of Numeracy from "Count, Read: Succeed" (para. 1.10):

"The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

- a. An understanding of key mathematical concepts and their inter-connectedness*
- b. Appropriate reasoning and problem-solving*
- c. The proficient and appropriate use of methods and procedures (informal and formal, mental and written)*
- d. Active participation in the exploration of mathematical ideas and models"*

OBJECTIVES

We intend that, by the end of Key Stage 2 and at a level appropriate to their ability, children will be able to:

- Choose the appropriate materials, equipment and mathematics to use in a particular situation
- Use mathematical knowledge and concepts
- Work systematically and check their work
- Use mathematics to solve problems and make decisions
- Develop methods and strategies. Including mental mathematics
- Explore ideas, make and test predictions and think creatively
- Identify and collect information
- Read, interpret, organise and present information in mathematical formats
- Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working
- Develop financial capability
- Use ICT to solve problems and present their work

From: Requirements for Using Mathematics, NI Primary Curriculum, p.6 (CCEA 2007)

STATUTORY REQUIREMENTS:

The detailed statutory content requirements are set out in the NI Curriculum (Primary) document (CCEA 2007) and together with the progression exemplified in the revised Lines of Development document (CCEA), informs our Scheme of Work for Mathematics and Numeracy.

The NI Curriculum (Primary) document also sets out guiding principles, which we endorse and have agreed to include in our policy:

Foundation Stage (p.23), including:

- Activities should involve children in playing, exploring and investigating, doing and observing, talking and listening and asking and answering questions
- Through engaging in a wide variety of activities, children should understand mathematical language and then begin to use the language to talk about their work
- Mathematical activities should be presented through contexts that have a real meaning for children and provide opportunities for them to investigate their ideas

Key Stage One and Two (p.57 - 60), including:

- Mathematical ideas should be introduced to children in meaningful contexts
- Activities should be balanced between tasks which develop knowledge, skills and understanding, and those which develop the ability to apply mathematical learning and solve problems
- Children should use their knowledge of mathematical language to talk about their work and explain their findings
- Children should be given regular opportunities to develop their skills in mental mathematics, to estimate and approximate and to investigate and make predictions and decisions:
 - within mathematics
 - across the curriculum
 - in real-life situations

CHILD-CENTRED PROVISION:

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability

PLANNING

Teachers in Milltown PS have high expectations for all children and strive to provide learning experiences to enable all children to achieve to the best of their ability. To this end, teachers plan thoroughly, differentiating to meet the needs of all pupils.

- Planning for the mathematics curriculum consists of work in the following areas:
 - Processes,
 - Number,
 - Measures,
 - Shape & Space and
 - Handling Data;
- Teaching and learning in each area is structured and follows a planned progression, building on what has gone before
- Whole-school planning is done collaboratively to ensure there are no gaps or unnecessary overlaps in that progression thus ensuring continuity as the children move through the school
- Specific guidance is provided for the teaching of key concepts, to ensure consistency of approach by all teachers as a child progresses through the school.
- Planning is in place as follows:
 - Yearly, termly and half-termly overviews of the content to be taught in each class are produced, allowing work in each area of mathematics to be taught
 - Teachers' daily planning in mathematics and numeracy is differentiated so that children are working at a pace and level of challenge which matches their ability. Teachers differentiate:
 - By the task or activity given to the pupil
 - By input, including time given in guidance and explanation
 - By outcome in relation to the end product of the lesson
 - By resources used
 - By classroom assistants (as directed by the class teacher)

Assessment, both informal and formal, allows the teacher to accurately gauge the child's present level of understanding so as to allow appropriate future work to be planned.

RESOURCES, including ICT

To support the development of Mathematics and Numeracy throughout the school, a range of suitable resources is available in each classroom. This includes resources such as practical materials, charts, books and games etc. to cover all areas of the maths curriculum.

- Teachers are familiar with the available resources, both structured and non-structured, and their application (advice and assistance are provided by the Numeracy Coordinator when necessary)
- Resources are as easily accessible as possible
- Some resources are stored centrally for easy access by KS1/KS2 teachers.

- Children are expected to treat the resources with respect and are taught to handle them correctly and to tidy them away carefully

Teachers also make use of ICT as part of the range of mathematical experiences in which pupils participate, to enhance teaching and learning. ICT activities include:

- Whole class or group activities, often led by the teacher. These may involve the use of the Interactive Whiteboard and will be a direct teaching aid, used to demonstrate ideas and promote discussion and clear mathematical thinking
- Individual or small group activities which may involve children working independently usually to complement current work on a particular topic

We believe that effective and appropriate use of ICT in mathematics can:

- facilitate a differentiated pace and level of learning that takes account of individual pupil abilities, including those who are more able
- help provide appropriate support and scope for greater independence for children of all abilities
- facilitate access to sources of information
- foster the development of data handling skills that teach pupils to be discriminating in their use of information and to be able to shape and present it in ways appropriate to the context
- increase motivation to learn
- provide a stimulating and non-threatening learning environment
- engage children more deeply in their learning

Resources include via the Internet as well as programmable devices. Specific ICT activities are detailed in teachers' individual planning.

Use of Calculators

In Milltown PS we believe that the availability of calculators should never be a reason for children not learning basic number facts, nor being able to calculate mentally and using written methods.

Our Mental Maths progression sets great value and importance on children memorising basic number facts, and being able to use a variety of strategies to calculate mentally. We also believe that it is vital that children are able to perform pencil and paper calculations efficiently, which is reflected in our Scheme of Work for Mathematics and Numeracy.

However we also recognise that calculators are widely used in everyday life and will strive to ensure that the children are able to use a calculator sensibly and effectively. To this end, children will, at a level matched to their mathematical progress:

- Explore the use of calculators through play and number games
- Check the calculator result, by estimating before calculating and /or by performing an inverse operation
- Interpret a calculator display, e.g. in the context of money, or where decimal numbers are involved

- Use calculators in real-life problem solving activities, where the data used will not be so amenable to written or mental calculations. In these situations the emphasis is on selecting the appropriate calculation more than the actual working out of the calculation
- Use calculators in investigative work e.g. trying many examples to find patterns, using trial and improvement methods to find an answer. Here the calculator supports rather than replaces mathematical thinking.

SPECIAL NEEDS

- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning
 - It is recognised that not all children develop at the same rate. To ensure that pupils are taught at an appropriate level, teachers:
 - Identify pupils who are underachieving, based on professional judgement and appropriate relevant data, e.g. classroom observation, discussions with children, marking of work, children's self evaluation, assessment of pupils' outcomes and tracking of progress
 - Address underachievement as soon as it emerges:
 - through differentiation in class
 - with support from other staff in the school e.g. Classroom Assistants, SEN Co-ordinator
 - with support from outside the school, through the SEN Code of Practice
 - Children may work individually or with other children working at a similar level.

Role of Classroom Assistants

Classroom assistants provide valuable additional assistance to the teacher in supporting the development of numeracy within the school. This may involve, under the direction of the teacher:

- Preparation of materials and resources for lessons
- Supervision and support for particular children/groups thus allowing the teacher to work with other children/groups
- Providing additional support for individual children in the classroom setting, who are experiencing difficulties

There is regular effective communication with the class teacher regarding:

- Pupils' work and progress through set tasks
- Targets on pupils' Personal Learning Plans (PLPs)
- Review of targets on PLPs

HIGH QUALITY TEACHING AND LEARNING

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

A broad and relevant curriculum is provided for the pupils.

- In each class, there is a balance between the five areas of the NI Mathematics Curriculum (Number, Measures, Shape & Space, Handling Data and Processes), the activities that develop knowledge and skills and the opportunities to use and apply these in realistic and relevant contexts.
- An understanding of the relevance of each area to daily life is promoted and the inter-relationships among these areas are developed through the planned programme.

The set of principles listed below and grouped under each of the five areas, informs and guides the nature of the learning experiences of our children, designed to achieve the objectives detailed above.

Approaches to teaching and learning in Number:

To facilitate the development of Number skills, the teaching staff will ensure that the following are developed:

- Understanding the number system and their relationships - counting, sequencing, place value, fractions, decimals, percentages
- Calculations - four operations and their relationships
- Children will be encouraged to use mental calculations where appropriate
- Strategies to encourage understanding of operations, not just ability to compute answers
- Application of calculation skills in mathematical problem solving, across the curriculum and in real-life situations, especially in the selection of operation(s) required
- Application of financial capability skills
- Estimation skills will be encouraged to estimate answers before completing calculations

Approaches to teaching and learning of Mental Mathematics:

Progression in mental mathematics is planned within each year group and across year groups throughout the school ensuring:

- Interconnections between developing:
 - a bank of known number facts,
 - an increasing range of calculations and
 - an increasing range of mental calculation strategies
- Time is allocated for mental mathematics
- Use is made of a variety of activities including the use of games and ICT
- Pupils are encouraged to discuss their methods of calculation to promote flexibility of thought
- Assessment of mental mathematics is carried out both informally and formally

Approaches to teaching and learning in Measures:

To facilitate the development of skills in Measures, the teaching staff will ensure:

- Progression in teaching as follows: direct comparison of two objects, more than two objects; measuring with non-standard units, recognising the need for standard units, measuring with standard units with increasing accuracy
- Use of practical activities in all areas of measurement
- Strategies are used to enable children to develop accuracy in estimation before measuring
- Opportunities are provided for children to select the appropriate measuring tools and units of measurement
- Application of skills in problem solving situations

Approaches to teaching and learning in Shape and Space:

To facilitate the development of skills and understanding in Shape & Space, teachers will place emphasis on:

- The importance of practical experiences to investigate properties of 2D and 3D shapes
- Naming shapes by reference to their particular properties
- Exploration of position and movement in real life contexts, using ICT where appropriate
- Systematic development of language from informal to formal mathematical definitions
- Importance of experiencing irregular shapes as well as regular shapes

Approaches to teaching and learning in Handling Data:

To facilitate development in Handling Data, the teachers will ensure that:

- Children understand that the collection, representation and interpretation of data is a means by which real-life decisions can be made
 - Emphasis is placed on the application of data handling skills to investigate and make decisions through:
 - Identification of a question,
 - deciding on information required,
 - deciding how to gather information,
 - recording and analysing information to answer original question,
 - deciding how best to display information
- Opportunities are given to apply data handling skills in a range of contexts
- There is systematic development of understanding of probability: from informal language to describe likelihood of events occurring, through formal language of increasing accuracy to numerical quantification of likelihood.
- Use is made of applications as a means of constructing graphs and charts and to interrogate data

Approaches to teaching and learning in Processes:

Processes is defined as 'using and applying the knowledge, understanding and skills contained in the other areas of the mathematics curriculum in realistic and relevant contexts.' This involves making and monitoring decisions, communicating mathematically and mathematical reasoning.

In order to facilitate the development of skills in Processes opportunities are provided to allow:

- Progression of Processes skills development within and across year groups
- Children to develop Processes skills:
 - through choosing materials and mathematics required,
 - using a range of problem-solving strategies
 - explaining their reasoning using appropriate mathematical language
 - knowing ways to check their work
- Opportunities for children to plan and record their own work and work systematically
- Use of open-ended questions to encourage children to explain their thinking
- Children to work collaboratively and to compare ideas and methods with others

NUMERACY ACROSS THE CURRICULUM

An emphasis on literacy and numeracy exists across the curriculum.

We recognise that mathematical skills are used by children in many other areas of the curriculum besides mathematics lessons. Indeed, other curriculum areas provide ideal opportunities for the practical application of mathematics skills. Some of these include:

Literacy

- Stories, rhymes and poetry with mathematical themes
- Development of mathematical vocabulary and recognising it both in school and in the environment (e.g. shopping)
- Reading instructions, questions and material involving e.g. times, dates, shapes, positional prepositions (behind, underneath etc.), comparative language (taller, heavier, lightest etc.)
- Accessing information from tables and charts
- Sequencing events in daily routines
- Talking and Listening skills resulting from mathematical discussions, explaining their work
- Appropriate methods of recording

The World Around Us

Science & Technology

- Comparative language
- Estimating and Measuring skills
- Handling Data (e.g. displaying the results of an experiment in graphical form)
- Carrying out surveys
- Sorting materials according to properties
- Accessing information from tables, charts and graphs

Geography

- Positional language

- Directions
- Points of Compass
- Co-ordinates
- Scale in maps and plans
- Estimating and Measuring skills
- Timelines and sequences
- Accessing information from tables, charts and graphs
- Accessing information from computer databases
- Carrying out surveys and interpreting and displaying results

History

- Timelines and sequences
- Accessing information from tables, charts and graphs
- Measuring (e.g. for a WW 2 Recipe)
- Accessing information from computer databases
- Calculations related to dates

The Arts

Art and Design

- Spatial awareness
- Shape pictures and patterns
- Symmetry
- Circle patterns (using compasses)
- Tessellations
- Proportion
- Measurement when making e.g. greetings cards

Music

- Mathematical songs and rhymes
- Counting beats
- Time signatures
- Relationship between notes e.g. 2 quavers = 1 crotchet

Other Curricular Areas

PE

- Directions and movement
- Positional language
- Ordinal number
- Shape and symmetry
- Timing races and events
- Measuring and calculation (e.g. furthest long jump, swimming lengths of pool)

RE

- Time e.g. special times of the year e.g. Harvest, Christmas, Easter
- Dates in relation to well known people and organisations
- Counting, sorting, matching, calculating, co-ordinates etc. with e.g. Christmas theme

PDMU

- Cooperative working in pairs and groups will contribute to the school's development of PDMU

TEACHING APPROACHES

- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Although each teacher is an individual, with their own personal style of teaching, the staff has agreed that the following points will be a feature of all teaching in Mathematics in Milltown PS to ensure that children make appropriate progress in their acquisition of the understanding, concepts, skills, facts and competences as laid out in the NI Curriculum for Mathematics and Numeracy.

Teachers will:

- Approach the teaching of mathematics in a positive manner as it is recognised that the teacher's attitude is of paramount importance in influencing the children's attitudes.
- Always strive to:
 - build children's confidence and self esteem
 - develop children's independence
 - allow all children of all abilities to experience regular success by matching tasks to the children's ability and stage of development
 - make mathematics a relevant and satisfying part of their school experience
 - present a range of activities which are interesting, appealing and varied
 - present activities that provide challenge (mastery, to ensure deep understanding)
 - allow adequate time for the completion of tasks
 - Use a variety of resources to stimulate and maintain interest
 - Provide activities related to the creative / aesthetic aspects of mathematics
 - Involve children in co-operative as well as independent work - pairs, groups, teams

Use a variety of teaching strategies including:

- whole-class teaching,

- group teaching or
- individualised teaching, as appropriate
- Introduce new ideas and concepts which the children encounter from a starting point within the child's knowledge and understanding
- Take account of common misconceptions in their planning and teaching
 - Instruction will move from concrete experiences to pictorial to abstract
 - Concrete experiences will be used for as long as necessary to ensure children's understanding
 - Different experiences leading to the same concept will be presented as needed
 - Teaching and learning will take place within the classroom and outdoors
- Emphasis is placed on verbalisation - talking, listening, questioning and explaining, to develop understanding, encourage clarity of thought and the development of mathematical language. This will take place in a variety of ways with teachers being aware of the reluctant/quiet children in a given situation:
 - Teacher/class
 - Teacher/group
 - Teacher/pupil
 - Pupil/pupil
 - Pupil/group
 - Pupil/class
- Formal recording will not be introduced until children have had appropriate practical experiences
 - The correct formation of numerals and method of writing mathematical signs, symbols and abbreviations is stressed from the beginning
 - Children are encouraged to take a pride in their written work and to present it in a neat and systematic way
- Tasks will be presented to provide
 - Practice and consolidation
 - Problem-solving and investigative work
- The choice of strategy will vary according to the age, ability, maturity and interests of the children
- Classroom organisation will vary depending on factors such as topic/area being taught, nature of the task to be undertaken, number of children, ability of children, stage of development, availability of materials
- Teachers communicate on Numeracy progress as pupils move to another class / school.
- Teaching and learning is consolidated through House Events, Fun Days and other school events. House Captains/Vice Captains, School Council Representatives, school staff and parents contribute to events where Numeracy is embedded in the planning and actioning of such occasions.

Assessment

Assessment and other data are used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.

Various assessment methods and practices are used in Milltown PS, through which we monitor children to ensure they are making appropriate progress and that the activities in which they take part are suitably matched to their ability and stage of development.

Assessment is an integral and continuous part of the teaching and learning process and much of it is done informally as part of each teacher's day-to-day work. Teachers continually assess children's performance and progress, and the effectiveness of their teaching approaches and strategies. Teachers' planning is based upon the identification of Learning Outcomes for the children; assessment is therefore based upon deciding whether or not those Learning Outcomes have been achieved.

Information is obtained in a variety of ways:

- Discussion between child and teacher
- Observation whilst children are participating in activities
- Marking written work produced by the children as a result of a mathematical activity
- Informal class tests which focus on a particular topic or the memorisation of number facts.
- More formal methods are used to determine the levels of achievement of children at various times during the school year. These include:
 - Teacher-produced tests, carried out in December and June, which are used to assess children's learning in relation to topics taught
 - Mental Maths Core Competences are also tested as part of these tests.
 - Standardised tests (Progress Test in Maths) are used once a year, towards the end of the year (P3-6). These allow the school to measure each child's attainment in all areas of mathematics, and compare this with an "average" for children of that age. The results are used to monitor individual's progress year on year and to help identify those children who have Special Educational Needs in mathematics. Standardised test scores in Progress in Maths are compared with Cognitive Abilities Scores (Quantitative score) in P4 and P6 to determine whether a pupil is achieving in line with their ability, underachieving or overachieving.

SELF-EVALUATION

Rigorous self-evaluation is carried out by teachers throughout the school and, using objective data, leads to sustained self-improvement. Self-evaluation is an on-going process that forms part of our Cycle of Development. Teachers reflect on their own work and the outcomes of individual pupils. On an on-going basis, class teachers evaluate their own teaching to:

- Judge its effectiveness in achieving the intended learning outcomes and meeting pupils' needs
- Gauge the effectiveness of the teaching approaches used
- Inform planning for future teaching
- Identify the need for further support, reinforcement or extension

Analysis of Data

Rigorous analysis of assessment data is carried out at the end of each year. This enables teachers to:

- Monitor and track pupils' achievements and progress to ensure they are achieving to the best of their ability
- Set achievement targets for year group performance
- Identify whole-school targets for improvement

Such data analysis is used to improve the quality of children's learning and hence improvements in their achievements.

EFFECTIVE LEADERSHIP:

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

- An effective Numeracy school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.

Roles and Responsibilities

Board of Governors

Governors understand their responsibilities and provide clear strategic direction, contributing to the development of Mathematics & Numeracy in the school as follows:

- Provision of support and challenge to the Principal in carrying forward the process of improvement in Numeracy
- Ensuring the resources at the disposal of the school are managed properly and effectively
- Facilitation of the policy development and consultation process;
- Examination and approval of the school's policy;
- Ensuring policy review is carried out;
- Informed about progress through Numeracy targets on the School Development Plan
- Informed about children's achievements in Numeracy

Role of the Principal / Numeracy Coordinator

In Milltown Primary School the Principal fulfils the role of Numeracy Co-ordinator, and has responsibility to lead the development of numeracy within the school and report to the Board of Governors.

These responsibilities include:

- In collaboration with the teaching staff, identifying priorities for numeracy development
- Contributing to the production of the School Development Plan, if it is to include Numeracy Development
- Producing Action Plans to address these issues
- Monitoring and evaluating the implementation of these Action Plans and the achievement of their Success Criteria
- Monitoring and evaluating pupil achievement, and producing whole school performance data from these results
- Updating the school's Numeracy Policy, to keep in line with curriculum changes
- In conjunction with the whole staff, participating in a programme of self-evaluation of the quality and effectiveness of numeracy provision
- Liaising with EA support staff / other agencies, as appropriate
- Demonstrating a commitment to providing professional development opportunities for staff, particularly teachers
- Organising / leading school-based INSET and School Development Days
- Promoting a readiness to share and learn from best practice by facilitating the sharing of:
 - effective practice from within the school and
 - dissemination of information gained from external training

MONITORING and EVALUATION

We believe that on-going monitoring and evaluation of our provision and outcomes for Mathematics and Numeracy is an effective way of ensuring we provide high quality teaching and learning experiences for our children, and that all our children realise their full potential in Numeracy.

- The Numeracy Coordinator leads the monitoring and evaluation of the whole-school provision of numeracy through:
 - Analysis of available data
 - Consultation with staff to identify areas for development
 - Drawing up a Numeracy Action Plan
 - Monitoring the implementation of the Numeracy Action Plan
 - Co-ordinating whole-school Self-Evaluation and sharing of good practice
 - Evaluating the achievement of Success Criteria contained within the Action Plan

The information gained through such evaluation feeds back into the development cycle to enable us to plan for future improvement and determine training and development needs.

SDP Targets / Action Plans

To promote the continued development of Numeracy within the school and improved children's attainment, targets for the School Development Plan are identified by analysis of the available data along with the professional judgement of teachers.

- Action Plans are then drawn up identifying appropriate tasks, success criteria and time bound actions for their achievement.

Outcomes from this provide information that feeds into the development cycle.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

The following ESaGS indicators will be reflected in our provision for Mathematics and Numeracy:

- Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves
- The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school

Links with parents

We believe that parents have a vital role to play in ensuring their children make appropriate progress and realise their potential in mathematics. We actively seek strong partnerships with parents and work to ensure that parents feel involved in their child's education.

In Milltown PS parents will:

- Be able to discuss their child's progress in mathematics, or any areas of concern, at any time during the year by appointment with the class teacher
- Be invited to meet more formally with the class teacher once per year at Parent-Teacher Interviews
- Receive one written report on their child's strengths, focus for development and progress per year, usually in June
- Be encouraged to participate with their children in mathematical homework activities
- Be encouraged to participate in information/workshop sessions to assist in supporting their children's learning

Homework

The nature of Numeracy homework given will vary according to the topic, the age and level of progress of children, but will always be designed to complement current class work, to:

- Inform parents of the type of work their child is currently involved with
- To allow the child to practice and improve skills introduced in class
- To give the child the opportunity to improve their ability to work independently and organise themselves
- To give the teacher information on the extent to which children have achieved the current intended learning outcome(s)

In order to achieve these objectives we request that parents would, as far as is possible:

- Provide a suitable quiet area for homework activities
- Discuss with their child what they are expected to do before they start
- Ensure their child starts homework early enough so they can complete it by a reasonable time

Links with the wider community

The school makes use of expertise from members of the community (including parents) to support work in mathematics e.g.

- Inviting local tradespeople/parents, where mathematics is used in their work e.g. shops, hairdressers, builders, tilers, farmers etc. as available.
- Visits from Bank representatives to develop Financial Capability
- School trips/residential where pupils budget their own money for the duration of the activity
- School Council creating products to sell at special events in school
- Pupils support PTA at events requiring buying/selling

School shares Numeracy Activities/Events on the school website at www.milltownprimaryschool.co.uk and the school Facebook page.

Links with other schools:

- Teachers:
 - Receive and take account of educational information provided from pre-school / other schools when children enrol at the school;
 - Provide relevant information when pupils transfer to secondary/other schools;
- Teachers participate in professional development opportunities with other schools when appropriate e.g. participation in the KS2/3 Project undertaking CPD in Numeracy with teachers from both primary and secondary schools, to develop cross phase consistency to assist the pupils' transition to secondary education
- Links are maintained with staff from post primary schools, prior to transfer to help manage transition for P7 pupil
- The school uses its involvement in particular programmes, when appropriate, to link with nearby schools

Links with external education support agencies

- Good relationships and clear lines of communication are in place between the school and the education agencies that support it
- The school works closely with whose work impacts on numeracy, especially Health, Social Services and the Library Service.
- To meet the needs of the children, teachers work with staff from a range of other relevant statutory and voluntary agencies, such as Educational Psychology Service, EA Special Needs Service, Health & Social Services etc. when required.

CONSISTENCY WITH OTHER SCHOOL POLICIES

The content of the Numeracy Policy is consistent with other school policies:

- Assessment Policy
- Marking and Feedback Policy
- Homework Policy
- Special Educational Needs
- ICT Policy
- Appropriate use of the Internet
- Health and Safety

REVIEW of POLICY

This Policy is designed to reflect current practice within the school environment. Although the overall aims for Numeracy teaching and learning are likely to remain fairly constant, the practices evolve over time as the school progresses in its development of Numeracy provision. Accordingly, this Policy is under a process of constant review and will be updated as needed to ensure it continues to reflect current practice and to achieve its designated purposes.