

Rosstulla School
Together Towards Tomorrow
Mathematics and Numeracy (including Financial Capability) Policy
Agreed by Governing Body, January 2016. To be reviewed June 2018

Rationale

‘Numeracy is the development and application of mathematics across the curriculum and in real-life situations. Skills in numeracy should help children to make informed and responsible choices and decisions throughout their lives. Throughout...children should engage in a wide range of purposeful activities which should involve them in different modes of mathematical learning, including playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording. The sections of the programme for Mathematics and Numeracy interrelate. Processes in Mathematics should pervade the entire programme, involving children in using and applying mathematics in practical tasks, real-life problems and within mathematics itself.’

CCEA Mathematics & Numeracy (2016)

Purposes

Our commitment to developing Mathematics, Numeracy and Financial Capability will:

To enhance the student’s thinking skills and abilities to recognise and deal with mathematical problem solving in everyday life. The main focus is on practical mathematics, developing student’s mental maths capabilities throughout the curriculum, thus providing a firm foundation in every aspect of Mathematics, Numeracy and Financial Capability.

- Benefit students from years 1 to 13 by providing opportunities to explore, consolidate and extend their learning throughout the curriculum.
- Create awareness that Numeracy is a life skill to be used in the Life and Work context.
- Enable students to develop a positive attitude towards Mathematics.
- Each class or subject teacher will continue to raise and maintain standards of literacy and numeracy by:
 - a. having high expectations for all pupils and sharing these with pupils and their parents;
 - b. employing effective, high-quality classroom teaching practice;
 - c. undertaking robust tracking and monitoring of pupils’ progress, in particular to identify quickly any emerging underachievement; and
 - d. engaging with, and reporting to parents, including through the annual pupil report.

(With reference to *Count read Succeed, DENI*)

Guidelines

- The delivery of the subject across the Key Stages is planned in the context of the schools vision, mission and aims.
- The delivery of Mathematics and Numeracy extends to all aspects of school life and is delivered in partnership with other relevant subject areas developing cross curricular skills.
- The delivery of the key messages for teaching Mathematics will be consistently applied across the key stages daily.
- Student attainments are levelled from Year 4 onwards; this is supplemented with the use of Q Skills to inform pupil tracking in Years 1-3 (and beyond as appropriate). Attainment is measured using the tools of Initial Pupil Assessments each September, Assessment Tasks in line with guidelines and MALT to provide a mathematical age from Year 6 onwards.
- Students will have access to appropriate facilities and resources to meet their needs and interests.
- Financial and other resources will be distributed according to current developments and areas of need identified by audit and review.
- Staff will be supported in developing their learning needs through the staff development procedures and subject co-ordinator.
- The subject co-ordinator will identify where possible secure appropriate staff training and development in liaison with the curriculum team and within budgetary constraints.

These guidelines are translated into action through other policies as part of a Cross Curricular approach and procedures for example:

- Staff development policy
- Science and Technology

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