Mathematics and Numeracy Policy

Reviewed May 2026

Contents

CONTEXT:

The vision of the Department of Education for Northern Ireland is 'to ensure that every learner fulfils their potential at each stage of development.' (DENI 2010).
This underpins the work of schools in providing high-quality learning experiences that support children's academic, social and emotional growth.

'The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives' (DE 2008). Numeracy plays a central role in supporting this aim, enabling pupils to communicate effectively, think critically and engage fully with learning across the curriculum.

The school's approach in Mathematics and Numeracy is informed by the principles outlined in *Every School a Good School (DENI 2009)*, which identifies the key characteristics of effective provision. In particular, the development of Numeracy supports and is supported by:

- Child-centred provision
- High-quality teaching and learning
- Effective leadership
- A school connected to its local community

Transforming Teaching and Learning: A Strategy for Educational Excellence in Northern Ireland TransformEd states, 'All the evidence from different education systems around the world shows that the most important factor in determining how well children succeed is the quality of teachers and teaching. The quality of teaching is the single most important in school factor in improving outcomes for pupils and it is particularly important for pupils from disadvantaged backgrounds.
We need to ensure that the Northern Ireland curriculum remains aligned with international best practices, providing a knowledge-rich and well-structured approach.

It is vital that pupils are supported to develop their learning in a well sequenced and explicit manner.

Recent developments in regard to the science of learning have shown that teaching generic skills has little to no transfer value. It is increasingly recognised that knowledge is still extremely important and specific knowledge must be taught before specific skills can be developed. Learning takes place when pupils can take in information, process it and store it in their long-term memory. Complex thinking results when pupils can retrieve concepts from their long-term memory in response to what they observe in their external environment. Developing pupils' core knowledge allows them to better learn and retain information and build connections between ideas and what they are learning. This is the foundation of advanced learning.

In addition, the Education and Training Inspectorate (ETI) in *Better Numeracy in Primary Schools* (ETI, 2010) identifies key characteristics of the most effective numeracy provision, including strong leadership, high-quality teaching and learning, effective use of assessment data, well-targeted intervention, and a consistent whole-school approach to numeracy development. These principles underpin numeracy provision at Ballyoran Primary School.

Numeracy is recognised as a core life skill, fundamental to problem-solving, critical thinking, financial capability and informed decision-making. This policy reflects these principles and outlines how Mathematics and Numeracy are promoted and developed across the school to support all pupils to ensure that every child develops the mathematical knowledge, skills and dispositions required to thrive in learning, life and work.

INTRODUCTION:

Numeracy encompasses 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.
- understand key mathematical concepts and their interconnectedness.
- reason, problem-solve and think logically.
- use fluent mental, written and digital methods.
- actively participate in the exploration of mathematical ideas and models
- demonstrate confidence and resilience when engaging with mathematics.

This policy outlines the approaches and strategies used across the school to promote high-quality Mathematics and Numeracy experiences. Through consistent, progressive teaching and learning, we aim to ensure that all pupils develop the knowledge, understanding and skills required to become confident, capable mathematicians.

Continuity and progression in Mathematics and Numeracy are supported through whole-school planning which reflects the requirements of the Northern Ireland Curriculum for Mathematics and Numeracy and promotes clear learning intentions, appropriate challenge and skill development over time.

By the end of Key Stage 2 pupils should be enabled 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 skills.
- Use ICT to solve problems and present their work.

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

STATUTORY REQUIREMENTS:

The detailed statutory content requirements for Mathematics are set out in the **Northern Ireland Curriculum – Using Mathematics (Primary)** (CCEA, 2007). These requirements, together with the progression outlined in the **Levels of Progression in Using Mathematics** (CCEA, 2012), inform and underpin our Mathematics Yearly Overview.

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

Provision at each Key Stage reflects the statutory areas of Number, Measures, Shape and Space, Handling Data and Processes, with clear progression and coherence.

Foundation Stage

In the **Foundation Stage** (NI Curriculum, p.23), pupils should be provided with rich and varied opportunities to develop early mathematical understanding. In particular, pupils should be enabled to:

- Acquire early mathematical concepts through practical, hands-on activities that include sorting, matching, comparing, classifying and creating patterns and sequences in a range of meaningful of contexts.
- Play, explore and investigate, do and observe, talk and listen and ask and answer questions, in order to construct mathematical understanding.
- Engage in a wide variety of purposeful activities that support the development of mathematical language, first through understanding and then through using appropriate vocabulary to talk about their mathematical work.
- Develop their skills in mental mathematics, particularly through counting activities and informal number experiences.
- Participate in a range of mathematical activities, including open-ended tasks, presented in real and relevant contexts that are meaningful to children and provide opportunities to explore, investigate and communicate their ideas.

Key Stage One and Two

In **Key Stage 1 and Key Stage 2** (NI Curriculum, pp.57–60), pupils should be provided with regular and varied opportunities to develop and apply their mathematical understanding. In particular, pupils should be enabled to:

- Develop and extend mathematical ideas introduced earlier, within a range of meaningful and purposeful real-life and cross-curricular contexts.
- Participate in a balanced programme of activities that supports the development of mathematical knowledge, skills and understanding, alongside opportunities to apply learning through problem solving and reasoning.
- Use their knowledge of mathematical language and vocabulary to talk about their work, explain their thinking, and communicate findings clearly and confidently.
- Further develop skills in mental mathematics, including estimating, approximating, predicting and making informed decisions:
    - within mathematics
    - across other areas of the curriculum
    - in real-life and practical situations
- Work collaboratively and independently.
- Use digital tools appropriately to support learning.
- Develop financial capability and an understanding of risk and probability.
- Demonstrate perseverance, confidence and enjoyment in mathematics.
- Use mathematical language, symbols and representations confidently.
- Develop secure number sense and fluency in mental and written strategies.
- Reason mathematically, justify thinking and evaluate solutions.

CHILD-CENTRED PROVISION:

The principles of *Every School a Good School* are reflected throughout the school's approach to Mathematics and Numeracy. Provision is underpinned by a commitment to meeting the needs of all pupils and supporting them to achieve their full potential.

In relation to Numeracy, this includes:

- Ensuring that decisions relating to planning, resources, curriculum and pastoral care reflect the needs, interests and aspirations of pupils.
- Promoting equality of opportunity, high-quality learning experiences and respect for diversity.
- Fostering a positive school culture where achievement, improvement and ambition are encouraged, and where all pupils are supported to succeed.
- Providing appropriate support and intervention to meet identified additional educational needs and to help pupils overcome barriers to learning.
- Valuing pupil voice and involving pupils in discussions and decisions that impact on their learning and school experience.

Inclusion

The school aims to provide inclusive Mathematics and Numeracy provision that enables all pupils to make progress from their starting points, so that they reach their full potential in Numeracy according to their individual abilities. Pupils who may be experiencing difficulty or underachievement are identified at an early stage and supported appropriately. Pupils with additional educational needs, including those with special educational needs or English as an additional language, are supported in line with the school's Inclusion and SEN policies. Appropriate challenge and enrichment are also provided to support pupils who demonstrate particular strengths in Numeracy.

A range of teaching approaches is used to support learning, including whole-class teaching, group work and individual support. Learning opportunities are differentiated as appropriate to meet the needs of different learners, recognising that no single approach will suit all pupils.

All pupils are provided with equal access to the Mathematics and Numeracy curriculum, regardless of gender, ethnicity, ability or background.

In summary, the school aims to raise standards in Numeracy by:

- Providing high-quality teaching and learning experiences for all pupils.
- Teachers set high expectations and identify and address underachievement at an early stage.
- Offering targeted in-school support where required through individual or small group work supported by the teacher and/or classroom assistant on a rotated basis.
- Where appropriate, working in partnership with external agencies.
- Learning Intentions are outlined, monitored and evaluated termly.
- Work differentiated
- Visual aids, practical activities and differentiated schemes are used.
- Analysis of standardised data highlights differentials between MALT and CAT test and differential between CCEA Adaptive Tests in Literacy and Numeracy in conjunction with teacher judgement.
- Meeting the needs of identified pupils through inclusive practice and appropriate support frameworks.

Differentiation

All classes are mixed ability classes. Each teacher therefore plans and organises his/her teaching to take account of the differing abilities within the class. Depending on the nature of the activity, there may be times when the whole class can be engaged in a similar activity, while at other times, the class will be divided into ability groups to ensure that each child is working at an appropriate level. On teacher's planning there will be three distinct groups with differentiated activities. Work is differentiated through task, outcome, scaffolding and questioning.

Intervention & Targeted Support

The school recognises the importance of early identification and timely support to address barriers to progress in Numeracy. A range of targeted interventions and support strategies is used to meet the identified needs of pupils and to support progress from individual starting points.

Numeracy Support

Targeted Numeracy support is provided through the work of a Classroom Assistant, in collaboration with class teachers and other relevant staff. Pupils are identified for support through ongoing assessment, analysis of data and professional judgement. Support may be delivered through small-group or individual sessions and is designed to complement class-based learning. Progress is monitored regularly, and outcomes are reviewed to inform next steps and ongoing support. Underachieving (slightly below average ability) pupils are targeted for Numeracy support. Year 3 and Year 4 pupils are given priority to ensure early intervention. Support is based on the Mathematics Recovery method which has been adapted to small groups. Maths Recovery aims to teach the basic skills of number by presenting the pupils with challenging practical tasks which are designed to be at the cutting edge of each child's ability. Activities are taught sequentially and use a wide variety of visual materials. The classroom assistant takes small groups of pupils for 3x 20-minute sessions per week and observations are recorded.
One teacher is employed, for both Literacy and Numeracy intervention, for two full days per week. One classroom assistant, takes small groups of pupils, when required.

Newcomer Support for all Pupils

Teachers are aware that Newcomer children may not have the same level of understanding of English as other children which obviously translate into other areas of learning.

As the school cohort evolves, provision for pupils with English as an additional language or newcomer needs will be developed in response to identified needs and available resources.

Monitoring and Review

All intervention and support provision is regularly reviewed to ensure it has a positive impact on pupils' progress and wellbeing. Information from assessment, classroom practice and pupil feedback is used to evaluate effectiveness and to inform ongoing planning.

Equal Opportunities

All children are provided with equal access to the Numeracy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

HIGH QUALITY TEACHING AND LEARNING:

The principles of *Every School a Good School* underpin the school's approach to high-quality teaching and learning in Mathematics and Numeracy. Provision aims to ensure that all pupils experience engaging, purposeful and progressive learning opportunities that support positive outcomes.

In relation to Numeracy, this is reflected through:

- A broad and relevant curriculum provided for all pupils.
- An emphasis on literacy and numeracy across the curriculum.
- Teachers committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers using, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

Subject Organisation

The Numeracy Curriculum is delivered in line with the requirements in the N. Ireland Curriculum for Mathematics and Numeracy.

- Pupils are taught in single year groups.
- Teachers use a range of flexible grouping strategies, informed by assessment and professional judgement, to support and challenge pupils appropriately. Groupings are reviewed regularly to ensure they remain responsive to pupils' needs.
- Classroom Assistant, if applicable, is used to support teaching and learning through work with individuals and small groups under the direction of the class teacher.
- Teachers use the school's Yearly Overview for teaching and learning to direct long, medium and short-term planning.
- The pace and challenge of the work is planned so that all pupils make appropriate progress and learn effectively.
- Topics are revisited each term with progression in the content as per the Yearly Overview.
- Planning is reviewed regularly by teachers to inform next steps in learning and to ensure continuity and progression.
- Teachers have high expectations for all pupils and share these with pupils and their parents.

Teachers strive to

- build children's confidence and self esteem
- develop children's independence
- allow all children to experience regular success
- make mathematics a relevant and satisfying part of their school experience

Effective numeracy teaching at Ballyoran Primary School is characterised by:

- Teachers sharing Learning Outcomes and Success Criteria (Assessment for Learning) with pupils at the start of every lesson and evaluate progress during the plenary session.

- The Numeracy Co-ordinator monitors planners to ensure there is a broad and balanced approach throughout the five areas of attainment. The Numeracy Co-ordinator carries out Book Scoops each academic year and provides feedback to

the teacher verbally and with a written report. Each Book Scoop entails three books from each ability group, and the Co-ordinator matches books to planners for consistency, progression, AFL and differentiation.

Teachers use a variety of teaching strategies including:

- Whole-class teaching, group work and independent practice
- Explicit teaching of mental mathematics strategies
- Investigative and open-ended tasks
- Cooperative learning and mathematical talk

The varied approach recognises that different children learn in different ways. The choice of strategy will vary according to the age, ability, maturity and interest of the children. Pupils will be engaged in a wide range of purposeful activities.

Teachers will focus on the development of skills, knowledge and concepts required to maximise learning strategies.

Each teacher monitors and evaluates their own teaching on an ongoing basis. This involves judging whether children are achieving intended learning outcomes and the information generated is used to gauge the effectiveness of the teaching approaches used and to inform planning for further teaching.

Use of age-appropriate practical, visual and concrete resources to support understanding. Balance of conceptual understanding, fluency and problem-solving tasks.

Effective use of digital technology to support learning.

Pupils are given regular opportunities to apply their mathematical knowledge and understanding across the curriculum and in real-life situations.

High quality questioning. Pupils are encouraged to ask as well as answer mathematical questions. Opportunities for reasoning and explanation.

Active and engaging learning experiences

Planning

Numeracy planning is carried out in three levels (long term, medium term and short term.

Long-term planning includes the Yearly Overview which gives an 'at a glance' snapshot of the work to be carried out in each term from Year 1-7. The Yearly Overview was compiled using the Revised Lines of Progression. Mental Maths strategies to be covered by each year group are contained in the school's Core Competences. Teacher's highlight on the Yearly Overview as content has been covered (See Planning Files).

The Medium-Term planning is now in the shape of a Termly Topic Planner grid showing specifically what topic is being taught each week. Teachers complete this in the first week of each term. This also includes the Mental Maths strategy to be covered for that week taken from the school's Core Competences. Topics are revisited regularly to consolidate learning and ensure progression within each class and between classes.

Short term planning is carried out on a monthly basis. The planners are broken up into weeks which include the maths topic to be covered, along with the mental maths strategy being focused on. These are detailed planners and include the learning intentions (taken from the Yearly Overview) and success criteria being covered. The planners include teaching strategies, appropriate mathematical language, as well as the follow-up activities for each level. Differentiation is included on the planners as well as the use of ICT.

Mathematical Processes are taught explicitly and systematically across all year groups. Teachers complete a separate Processes planner in a 4–6-week block. Each planner is based on one of the seven specific strategies to be taught eg reason logically, try a simpler case. Again, differentiation and use of ICT is evident in the planner. These are updated on a yearly basis and stored on RM Staff.

Teachers annotate their planners with details such as how the lesson went, pupils who coped well with the topic and those requiring further support. This is then used to inform future planning when the topic is revisited later in the year.

Monitoring and Evaluation

The quality of teaching and learning in Numeracy is monitored and evaluated through a range of agreed approaches, which may include:

- Review of teachers' planning.
- Scrutiny of pupils' written work.
- Analysis of assessment information.
- Professional dialogue and feedback.

The Numeracy Co-ordinator, in collaboration with senior leaders, supports this process to ensure consistency, progression and continued improvement in Mathematics and Numeracy provision across the school.

Approaches to learning and teaching of Mental Mathematics:

- Teachers are encouraged to highlight the interconnections between developing a bank of known number facts, an increasing range of calculations and an increasing range of mental calculation strategies.
- There is structured progression for mental mathematics within and across year groups based on the school's Core Competences.
- Teachers ensure every Numeracy lesson starts with 5/10 minutes Mental Maths. Each teacher chooses a core competence from the school scheme and focuses on it for the duration of the week.
- 'GL Mental Maths' test is used to assess progress in mental mathematics. It is completed annually from Year 3-7 and the results analysed and compared with previous data by the relevant class teacher and the Numeracy Co-ordinator.
- Teachers use a variety of activities, including games and ICT to develop calculation strategies.
- Pupils are encouraged to verbalise their method/strategy using appropriate mathematical terminology to demonstrate understanding.
- Pupils build up a good understanding of the Number system, based on Place Value of Base 10.
- Assessment information informs teaching and intervention.

Approaches to learning and teaching in Number:

The following are introduced at appropriate stages according to the school's Maths Scheme:

Understanding Number and the Number System

Pupils develop number sense through counting, ordering and comparing numbers, understanding place value, and recognising patterns and relationships. Learning progresses from whole numbers to fractions, decimals and percentages, with increasing emphasis on equivalence and connections between them.

Number Operations and Relationships

Pupils learn addition, subtraction, multiplication and division, developing fluency through mental, written and practical methods. Teaching emphasises the relationships between operations (e.g. inverse operations) and the efficient selection of strategies.

Developing Conceptual Understanding

Teaching focuses on helping pupils understand *why* methods work, not just how to calculate accurately. Concrete materials, visual representations and mathematical talk are used to develop reasoning, explain thinking and justify solutions.

Using Mathematics and Problem Solving

Pupils apply their number and calculation skills to solve problems in meaningful contexts. They are encouraged to make decisions about which operation(s) to use, estimate outcomes, communicate their strategies and evaluate their answers.

Application Across the Curriculum and in Real-Life Contexts

Mathematical learning is connected to other Areas of Learning and real-life experiences, supporting pupils in seeing the relevance of numeracy beyond the classroom.

Financial Capability

Pupils develop financial understanding through practical experiences involving money, budgeting, saving, spending and value for money, in line with the *Using Mathematics* and *Learning for Life and Work* areas.

Approaches to learning and teaching in Measures:

Progression in Measuring Skills

Pupils develop understanding of measure through a clear progression, beginning with direct comparison of two objects and extending to comparing more than two objects. Learning moves from measuring using non-standard units to recognising the limitations of these and the need for standard units. Pupils then develop increasing accuracy in measuring using standard units appropriate to the context.

Estimating Before Measuring

Pupils are encouraged to estimate measurements before measuring, supporting the development of number sense and understanding of size, length, weight, capacity and time. Teaching strategies include discussion, use of benchmarks and comparison with known references to improve accuracy over time.

Use of Practical and Experiential Learning

Practical, hands-on activities form a central part of learning in Measures. Pupils use real-life resources and meaningful contexts to explore and develop their understanding of measurement concepts.

Selection of Appropriate Tools and Units

Pupils are provided with regular opportunities to choose appropriate measuring tools and units independently. Teaching supports pupils in making informed decisions based on the context of the task, reinforcing understanding of standard units and their practical application.

Approaches to learning and teaching in Shape and Space:

Practical and Experiential Learning

Practical experiences are central to the teaching and learning of Shape and Space. Pupils are given regular opportunities to explore, handle, sort and construct shapes in order to investigate and understand their properties in meaningful contexts.

Developing Understanding of Shape Properties

Teaching places emphasis on recognising, comparing and naming 2D and 3D shapes by reference to their defining properties, such as sides, faces, vertices, edges and angles, rather than relying solely on visual appearance.

Position, Movement and Spatial Awareness

Pupils explore position, direction and movement through real-life and practical activities. Learning experiences support pupils in describing and interpreting spatial relationships, routes and rotations using appropriate language.

Progressive Development of Mathematical Language

Mathematical language is developed systematically, progressing from informal descriptions to increasingly accurate and formal terminology, in line with the school's Maths Scheme and the expectations of the Northern Ireland Curriculum.

Exposure to a Range of Shapes

Pupils are provided with opportunities to work with both regular and irregular shapes to deepen their understanding of geometric properties. This supports pupils in recognising that shapes can vary in appearance while still sharing common characteristics.

Approaches to learning and teaching in Handling Data:

Application of Data Handling Skills

Emphasis is placed on the purposeful use of data handling skills to investigate, solve problems and make informed decisions. Pupils are supported in identifying a relevant question, deciding what information is required, selecting appropriate methods for gathering data, recording and analysing information, and choosing the most effective way to display findings in order to answer the original question.

Developing Understanding of Probability

Pupils' understanding of probability is developed systematically and progressively.

Learning begins with the use of informal language to describe likelihood (e.g. likely, unlikely, certain) and progresses to more precise and formal language. As pupils' understanding deepens, probability is explored through numerical representation and quantification of likelihood where appropriate.

Use of ICT to Support Data Handling

ICT is used effectively to enhance learning in data handling. Pupils use appropriate digital tools and software to support the efficient collection, organisation and presentation of data, including the construction of graphs and charts. ICT allows pupils to focus on interpretation, analysis and decision-making rather than the mechanics of drawing graphs.

Approaches to learning and teaching in Processes – Using Mathematics:

Agreed Definition of Processes

Processes are defined as the skills pupils use to make sense of mathematics, including problem-solving, reasoning, investigating, communicating mathematically and making connections. These are embedded across all areas of mathematics and numeracy.

Progression of Processes Skills

Processes skills are developed progressively within and across year groups. The seven agreed process strategies are planned and timetabled across the school year, ensuring continuity and progression. Teachers focus on each strategy for a sustained period of 4–6 weeks to allow for depth of understanding and application.

Dedicated Processes Teaching

One Processes lesson is delivered each week, with a clear focus on a specific strategy. Skills taught during these lessons are reinforced and applied across other mathematics lessons and Areas of Learning.

Developing Problem-Solving Skills

Pupils are provided with regular opportunities to develop Processes skills by choosing appropriate materials, selecting relevant mathematical knowledge and applying a range of problem-solving strategies.

Planning and Working Systematically

Pupils are supported in planning their own approaches to tasks, organising their work and working systematically. Expectations for independence increase as pupils progress through the school.

Use of Open-Ended Tasks and Questions

Open-ended problems and questions are used to encourage pupils to explain, justify and reflect on their thinking, supporting the development of mathematical reasoning and communication.

Collaborative Learning

Pupils are given opportunities to work collaboratively, share ideas, compare methods and evaluate different approaches to problem solving. This supports the development of confidence, resilience and respect for alternative strategies.

Increasing Independence

Pupils are expected to demonstrate increasing independence in planning, recording and evaluating their work as they move through the school, in line with Using Mathematics requirements.

Exploring Patterns and Relationships

Opportunities are provided for pupils to search for patterns, investigate relationships and make generalisations. This investigative work supports deeper understanding and mathematical insight.

Real-Life and Meaningful Contexts

Pupils engage in a wide range of meaningful problem-solving and investigative activities set in real-life contexts, reinforcing the relevance and purpose of mathematics.

Use of ICT

Digital technologies are used purposefully to support and enhance all areas of Mathematics and Numeracy teaching and learning in line with the **Using ICT** cross-curricular skill of the Northern Ireland Curriculum. Pupils are provided with opportunities to engage with a range of software and tools to support learning in Mathematics.

Across the school:

Teacher Use of Digital Technology

Teachers make purposeful use of digital technologies, including Interactive Whiteboards and appropriate numeracy software, to model mathematical concepts, support explanations and engage pupils in interactive learning experiences.

Pupil Access to ICT Resources

Pupils have regular access to laptops, iPads, IWB, the ICT Suite and approved online platforms aligned to learning objectives to develop and apply numeracy skills. These resources are used to support exploration, practice, problem-solving and consolidation across all strands of Mathematics.

Planning for ICT in Numeracy

The use of ICT is planned for explicitly within numeracy planners to ensure it is integrated in a meaningful way into teaching and learning, rather than used as an add-on.

Professional Development

Teachers are provided with opportunities for ongoing professional development and training to ensure effective and confident use of numeracy-related software and digital resources, supporting high-quality teaching and assessment.

Use of Online Learning and Assessment Tools

Pupils in Years 2 –7 are registered to use **Mathletics**, an online, web-based learning and formative assessment tool. Pupils log on regularly to complete assigned numeracy activities that reinforce classroom learning and support individual progression.
Teachers use the assessment and reporting functions within Mathletics to monitor individual pupil progress and whole-class attainment, informing planning and targeted

support. This progress is celebrated in Assembly on a fortnightly basis with the distribution of certificates and prizes.

Technology is used to enhance opportunities for collaboration, discussion and communication. Appropriate digital tools are selected to support engagement, independence and creativity.

The use of digital tools complements high-quality teaching and learning and supports pupils in developing the skills required to communicate effectively in a modern, digital world.

Assessment and Target-Setting

Assessment, both formal and informal, is an integral and continuous part of teaching and learning and plays a central role in supporting pupils' progress in Mathematics and Numeracy. Assessment is used to:

- Monitor and evaluate pupils' progress and attainment.
- Inform and improve teaching and learning.
- Identify next steps and support future planning.

Teacher's planning is based upon the identification of Learning Intentions for the children; assessment is therefore based upon deciding whether or not those Learning Intentions have been achieved. Teachers continually assess pupils' learning through day-to-day classroom practice and professional observation. Assessment is closely linked to learning intentions and success criteria, enabling teachers and pupils to reflect on progress and identify areas for development. The assessment also identifies and rewards achievement, as well as highlighting concerns. Assessment approaches are appropriate to pupils' age, stage and individual learning needs.

Information to inform assessment is gathered using a range of methods, including:

- Observation of pupils during class activities and discussions.
- Dialogue between teachers and pupils.
- Evaluation of pupils' written and practical work according to the Learning Intentions and Success Criteria for the lesson.
- Use of self-assessment and peer assessment strategies.

Marking and feedback are provided in line with the school's Marking Policy and are used to celebrate success, address misconceptions and support improvement. Teachers regularly move around the classroom, marking each child's work as they carry out a task or activity, so that problems can be detected early. Pupils are given opportunities to engage with feedback and to understand how they can develop their learning further.

Assessment activities are planned and embedded within teaching and learning to ensure they are purposeful and meaningful. Teachers use assessment information to guide planning, adapt teaching approaches and provide appropriate challenge and support.

In the Foundation Stage especially, the teacher will mark the work with the child and give feedback. This is essential so children know how they are performing in class. This will increase self-esteem and self-worth.

Standardised and Summative Assessment

A range of assessment information, including standardised assessments where appropriate, is used alongside teacher professional judgement to provide a holistic picture of pupil progress. Details of standardised assessments used by the school are outlined within the school's Assessment Policy.

The results are used to monitor individual's progress year on year and identify pupils who may need extra support. The data is also used to identify whole school areas of weakness to be included on the School Development Plan.

Teachers make summative judgements relating to pupils' progress in the Cross-Curricular Skill of Using Mathematics in accordance with statutory requirements. These judgements are informed by a range of evidence collected over time and are reported to parents and relevant authorities as required.

EFFECTIVE LEADERSHIP:

The principles of *Every School a Good School* underpins leadership and management in relation to Mathematics and Numeracy. Effective leadership at all levels supports high-quality teaching and learning and promotes continuous improvement in Literacy outcomes.

This is reflected through:

- An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school informed by self-evaluation and evidence.
- The Principal and Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the ongoing process of improvement.
- School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a culture of shared practice and continuous improvement.
- Teachers are given the opportunity to share in the planning, implementation and evaluation of the strategies needed to bring about improvement in Numeracy.
- Teachers are given the opportunity to share in the leadership of the school through curriculum development, collaboration and professional dialogue.
- The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationships.
- Ongoing monitoring and evaluation of teaching and learning, policies and practices to inform decision-making and support sustained improvement.
- Leadership structures and processes support consistency, reflection and progression in Mathematics and Numeracy across the school, ensuring provision continues to meet the needs of all learners.

Role of the Numeracy Co-ordinator:

The Numeracy Co-ordinator will be responsible, in consultation with the principal, teachers and parents, for improving the standards of teaching and learning in Numeracy by:

- demonstrating expertise, enthusiasm and vision
- promoting self-evaluation in order to enhance the monitoring, evaluation and review processes
- lead the school's Numeracy Core Team in implementing the school's Numeracy Action Plan throughout the school.
- collaborating with the rest of the teaching staff to identify priorities for development within Numeracy
- producing and discussing the Numeracy Action Plan with staff each year. This includes one major focus for the year which usually permeates all Key Stages.
- monitoring, evaluating and recording progress on the Numeracy Action Plan
- ensuring a regular review and update of the policy with all staff
- encouraging staff to use a range of learning and teaching strategies to best meet the needs of pupils
- engage in North-West Cluster group with other local Numeracy co-ordinators.
- assisting teachers to avail of Numeracy courses as available to enhance their understanding and teaching of Numeracy
- organising school-based INSET and School Development Days as required
- providing guidance in the effective use of comparative performance data, including benchmarking
- encouraging management to offer support for identification, dissemination and implementation of good practice in the learning and teaching of Numeracy
- undertaking on-going monitoring and evaluation at individual, class and whole school level
- reporting to Principal and Governors about the school's Numeracy development
- supporting staff within the school to address continuing underachievement
- monitoring and evaluating Numeracy.
  - pupil progress - tracking pupils' progress and identifying those who may be underachieving and who may benefit from further support
  - management and analysis of relevant data - setting annual targets for improvement in a specific area of Numeracy (using analysis of MaLT/CCEA Adaptive test data throughout the school)
  - provision of Numeracy (including Intervention and Support programmes)
- keeping informed about current developments and guidance related to

Mathematics and Numeracy.

- maintaining effective communication with the principal, senior leadership, teachers, support staff, parents and pupils, as appropriate.
- liaising with external agencies and support services when required to support Numeracy development.

The Board of Governors

The Board of Governors is kept informed of the quality of Mathematics and Numeracy provision and the standards being achieved across the school. Regular updates are provided in relation to progress, priorities for development and attainment in Numeracy.

The Numeracy Action Plan is shared with the Board of Governors as part of the school's improvement planning process, and progress towards identified targets is reviewed and evaluated at agreed points during the academic year.

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.
- Mutual respect between the school and parents, with shared responsibility for supporting pupils' learning.
- The school uses its involvement in particular programmes (eg Halifax Financial Capability sessions, Young Enterprise workshops & established links with Stranmillis University College Maths Department) effectively in meeting the needs of the community and nearby schools.
- Good relationships and clear lines of communication are in place between the schools and the education agencies that support it.
- The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services and, where appropriate, local Neighbourhood Renewal groups which include RAISE and StudySeed.
- Collaboration with external and community organisations where appropriate to enhance learning experiences and support pupil wellbeing.

Links with parents:

The school recognises that education is most effective when pupils, parents, teachers and support staff work collaboratively.

Opportunities for parental involvement may include:

- Parent–teacher consultations.
- Written reports on pupils' progress and attainment (including feedback from statutory assessment), feedback via comments in the children's books.
- Communication through school platforms and other agreed channels.
- Support for learning at home, including numeracy games and homework activities.
- Participation in school events and activities that celebrate learning.
- Use of school website to showcase high quality mathematics learning and teaching.
- Numeracy based homework – which relates to work being currently covered in class. It should allow the pupils opportunity to practice and improve skills introduced in class.
- Mathletics – tasks regularly assigned which provide reinforcement on topics recently taught in class.
- Numeracy Support programme for selected pupils in Year 4
- School website/Class Pages eg tips for parents to support their children's learning.
- Participation in educational Maths Shows
- Parent workshops

Teachers are available to communicate with parents through agreed channels, and meetings can be arranged to discuss any matters relating to pupils' learning or wellbeing.

The school seeks to support and encourage parental involvement in Numeracy by providing guidance, information and resources to support Numeracy at home. This may include access to digital resources, practical maths activities, helping parents to support their children's learning: applying mathematics learning at home and in the

real world, effective strategies to support learning through homework (including mathematics games).

Where appropriate, the school engages with community partners and other educational settings to enhance Mathematics and Numeracy experiences and support broader curricular and social development.

***Links with other schools**:*

- North-West Cluster for local Numeracy co-ordinators.
- Clusters for staff development.
- Visits to other primary schools to share and compare effective practice.
- Meetings with post primary schools to ensure cross phase consistency and to manage transition for children.

Links with the Community:

- Neighbourhood projects
- RAISE project – raising self-esteem and standards across the curriculum.
- Extended Schools projects – Numeracy Catch-Up
- Visits to local businesses/from local tradespeople, where mathematics is used in their work e.g. shops, builders, kitchen and furniture suppliers and fitters, tilers, farmers.
- Visit from Halifax bank in relation to Financial Capability sessions.

CONSISTENCY WITH OTHER SCHOOL POLICIES

The content of the Numeracy Policy supports the school's vision for high-quality teaching and learning and reflects current approaches to Mathematics and Numeracy across the curriculum. It should be read in conjunction with other relevant school policies, including:

- Learning and Teaching Policy
- Assessment Policy
- Marking & Feedback Policy
- Homework Policy
- Special Educational Needs & Inclusion Policy
- Digital Learning/ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Together, these policies support a consistent, inclusive and coherent approach to pupils' learning and development.

MONITORING and EVALUATION of POLICY

The Numeracy Policy is:

- Agreed with the Board of Governors.
- Shared with parents.
- Available to the general public via the school website.
- Regularly reviewed and updated in consultation with school stakeholders: staff, children, parents and governors.

REVIEW OF POLICY:

This policy will be monitored and reviewed on a regular basis to ensure it remains relevant, reflective of current practice and in line with statutory requirements and school priorities. The Numeracy Co-ordinator, in consultation with senior leaders and staff, will lead the review process as appropriate.