



Mallusk Integrated Primary School Mathematics/Numeracy Policy

Introduction

We the staff of Mallusk Integrated Primary School teach Mathematics because it is an essential tool for life. It is understood by all staff that Mathematics and Numeracy are one and the same, as defined in the Northern Ireland Curriculum.

Our Aims are:

- to encourage the effective use of mathematics;
- 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 mathematics;
- to foster an understanding of mathematics through a process of enquiry and experiment;
- to encourage mastery of basic mathematical skills and knowledge;
- to encourage the use of ICT to support the teaching of mathematics;
- to encourage parents to become involved in their children's learning.

Resources

Personnel

While as a staff we recognise the responsibility which each of us has in developing Mathematics, our Co-ordinator, Mrs McLaughlin will be responsible for the development of Mathematics in our school.

The staff as a whole meet throughout the year in line with the School Development Plan. The development of Maths and Numeracy is provided by teacher's own research and relevant training when available

Foundation stage benefits from a classroom assistant, which enables small group work and also one-to-one support where required.

The PTA will also regularly hold fund raising events to support and raise funds for school resources.

Equipment

Staff take responsibility for ordering any resources which they feel is required for their particular stage. The co-ordinator will be responsible for monitoring and maintaining the mathematical equipment.

Teachers store their own resources, relevant to their own stage within their classrooms. There is also a central mathematics store cupboard where shared school resources are kept. When appropriate the coordinator will undertake an audit of central store resources. A list of the central store equipment is included in the appendix.

Printed Matter

Each class teacher uses the Northern Ireland Curriculum and the agreed Numeracy scheme, adapted from the NEELB scheme and associated materials with their particular key stage year group.

At Foundation Stage and Key Stage 1, the resources are mainly teacher made and teacher collected. Play based learning and role-play are used to promote the real life aspect of mathematics.

At KS2, the following resources are used to enhance teaching and learning:-

Collins Primary Maths Scheme from level 4-6.

Ginn textbooks

Teacher and child collected resources

Role-play activities

ICT Resources

ICT is important in supporting the teaching and learning of Mathematics. Each class has 2 C2K computers and there are three laptop computers available for use. C2k software is used regularly. Additional software that is often used includes:

Roamers/BEE BOT

TV Programmes and websites

Appropriate Websites

School Environment

The school playground and grounds are used regularly in enhancing the children's curricular interests. The playground is used for a variety of games, with new markings being introduced to show new playground games. The grounds are used in all areas of mathematics and activities, alongside the school building and its interior space, such as corridors and the assembly hall. Both the playground and school grounds are used in multi purpose cross-curricular activities.

Classroom Management

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

Discussion	Pencil and paper	Mental maths
Calculator work	Games and puzzles	Multimedia
Use of ICT	Use of the environment	Problems
Investigations	Practical activities	Estimation
Role-play		

The teaching strategies used will include practical teacher demonstration, individual, paired, group (with and without classroom assistants), peer 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

In our planning we intend to ensure that pupils have experiences across each of the five mathematical areas and through the different levels. Progression is ensured by taking into account CEA Lines of Progression in Mathematics across the Curriculum and the content taken from the Northern Ireland Curriculum.

Continuity is ensured by whole staff agreement on:

- Mathematical language and conventions
- Teaching strategies
- Development of schemes of work which include progression in I.C.T.
- Classroom organisation
- Resources and materials
- Assessment and recording procedures

Monitoring and Evaluating

Monitoring and evaluating are integral parts of the teaching and learning in our school and are the responsibility of all members of staff. The co-ordinator will oversee the progress we are making towards fulfilling our aims. This will be achieved through:

- the co-ordinator visiting classes throughout the school
- evaluation of pieces of work
- displays of work in a particular area of Mathematics
- informal discussions with staff
- discussions with pupils
- formal mathematics meetings
- regular reviews of the Numeracy Action Plan
- evaluation on Planners
- developing Maths in designated staff meetings and School Development Days

These monitoring procedures inform future planning. We will ensure that the pupils' work is of a high standard and that these standards are evaluated, maintained and improved. We intend to do this through:

- The sharing of learning intentions and success criteria
- Formative assessment
- End of Key Stage Assessment results
- Formal and informal assessment undertaken as part of normal classroom teaching
- Observation of practical activities
- Discussion with pupils including pupils' self evaluation and assessment
- Standardized test results (NEFR)
- Tracking of pupil attainment using Assessment Manager
- Quizzes and puzzles

- Marking of pupils' work including discussion on areas for improvement. Time will be allocated for pupils to reflect and to respond to teachers' comments.
- Regular, detailed and comprehensive information given to parents about a pupil's achievement and progress both in a formal and informal setting.

Mathematics/ Numeracy across the Curriculum.

Mathematics contributes to many other subjects of the curriculum. Other subjects can provide the opportunity to develop and enhance mathematical thinking skills and knowledge. Mathematics also makes a significant contribution to the development of Thinking Skills and Personal Capabilities.

Pupils will be involved in activities which promote the skills of managing information, problem solving and being creative, whilst developing their abilities of working with others and self management.

Opportunities for developing Mathematics across other subjects are being exploited and will be incorporated into the Schemes of Work. ICT is an integral part of the planning and delivery of the Mathematics curriculum. Details of the part it plays in supporting the teaching and learning will be included in the Scheme of Work.

Home / School Links

Parents will be kept informed of the progress of their children and how to participate in their education. They will also be made aware of issues of interest to them concerning developments within the school or the wider education field. This will be done through:

- Regular written reports- *a written report will be provided annually.*

- *Meetings- Parents can request meetings with a class teacher at any time in school term where they feel this is required.*
- *Interviews- Parental interviews take place in November and February with each class teacher.*
- Informative and helpful remarks when marking work
- Well-chosen homework activities;
- Displays of work, prize giving etc.

Differentiation and Equal Opportunities

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

- Gender
- Cultural diversity
- High and low achievers; including the Gifted and Talented.
- 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, pupil, SENCO and the Mathematics Co-ordinator. (See Special Needs and Inclusion Policy) To ensure early intervention when required, we will monitor the progress of all pupils on a daily basis. (See Monitoring and Evaluating)

The Way Forward

The staff will be continually reviewing and updating each scheme of work. Action plans will be implemented and reviewed each year.

Taking into account the implications of the Every School a Good School document (DENI) we will meet annually to set targets and put into operation plans for raising standards in Numeracy/Mathematics. This will be included in the School Development Plan.

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