

**McKinney Primary School**

**Numeracy Policy**

**June 2021**

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**INTRODUCTION**

This policy sets out the agreed key principles and practices for the promotion and development of Numeracy, both across the curriculum and within the Area of Learning of Using Mathematics in McKinney Primary School.

It clarifies the responsibilities for all stakeholders in ensuring the support and development of numeracy skills.

It reflects classroom practice in relation to the statutory learning experiences within the Northern Ireland Curriculum.

At McKinney Primary School we embrace the definition of numeracy as outlined by Count Read: Succeed document para 1.10 (Mar 2011) which is:

‘Numeracy is 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 (formal and informal, mental and written); and

d. active participation in the exploration of mathematical ideas and models.’

The term numeracy is used in a wide and inclusive way. The appropriate application of the term will vary with context and includes ‘Mathematics and Numeracy’ when considering the revised curriculum, as well as the cross-curricular skill of ‘Using Mathematics’.

At McKinney Primary School we aim for a child to 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, (CCEA 2007)

**CONTEXT / STATUTORY REQUIREMENTS**

The detailed statutory content requirements for Numeracy are set out in the NI Curriculum (Primary) document (CCEA 2007). These, together with the EA Progressions in the areas of Number, Shape and Space, Measures and Data Handling, and the non-statutory Levels of Progression in Using Mathematics document (CCEA 2012) inform our Schemes of Work for Numeracy.

The stated vision of the Department of Education for N Ireland (DENI) is ‘To ensure that every learner fulfils his or her potential at each stage of his or her development.’ (DENI 2010).

The School Improvement policy document, ‘Every School a Good School,’ (DENI 2009) has outlined indicators of what will be recognised as effective performance under four headings:

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

McKinney Primary School aims to fulfil these four characteristics of effectiveness, as outlined in **Every School a Good School (ESaGS),** and also the requirements of **Count, Read: Succeed** in the provision of Numeracy throughout the school.

1. **CHILD CENTRED PROVISION**

The following ESaGS indicators will be reflected in our provision for 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
* 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
* There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views

1. Planning (to include differentiation)
2. Culture of improvement
3. Effective / early intervention to support all learners
4. Involvement of pupils in school life – both curricular and extra-curricular

**Planning (including differentiation)**

Numeracy planning in McKinney PS involves three main aspects, namely long term, medium term and short term planning.

Long Term Planning

The long term planning provides a yearly overview of what is to be taught in Mathematics and Numeracy from P1 to P7. Long term planning is based on NI Curriculum statutory content requirements for Mathematics and Numeracy, EA Progressions in the areas of Number, Shape and Space, Measures and Data Handling, as well as the non-statutory Levels of Progression in Using Mathematics document (CCEA 2012). Schemes of Work are in place for the key areas of Number, Measure, Shape and Space, Data Handling. Learning intentions are stated for each area.

Medium Term Planning

The medium term planning covers a period of a half term. Learning intentions and teaching approaches are outlined for Number, Measure, Shape and Space and Data Handling. Mental Maths, ICT, differentiation and resources are also included on these. Planning currently varies across the key stages to meet the different needs of the pupils.

Short Term Planning

Short Term Planning covers a period of one week. It outlines what knowledge and skills are being taught on a daily basis. Learning intentions, teaching approaches (including Mental Maths), follow-up activities with reference to differentiation are recorded as well as relevant home learning activities.

Evaluating planning

Medium and short term planners are evaluated by teachers on a half termly and weekly basis. They record if intended learning intentions were achieved and any observations made. This information is then used to inform future planning.

Differentiation

Teachers take into account the specific needs for the children in their class, to cater for both the less able and more able child. Differentiated work is planned and provided for those children who require additional support. This may be in the form of alternative / adapted activities, questioning, provision of resources to assist or extend learning.

Pupil involvement in Numeracy Planning / Cross-Curricular Planning

At the beginning of each new World Around Us topic the pupils have an active input into the planning process. A KWL (Know, Want to know and Learned) planning board is completed where the pupils contribute to the planning process. They are encouraged to make suggestions of what they would like to learn in numeracy on the topic overview. A home learning planning activity is also sent home so that they can discuss their future learning at home and record their suggestions of what they are interested in and would like to learn during the next half term.

**Culture of improvement**

The learning intentions and success criteria are shared with the pupils prior to and following a learning session. The pupils are able to gauge if they personally have achieved the intended learning outcome. Teachers will provide both verbal and written feedback to pupils in relation to these learning intentions.

The pupils are also encouraged to generate their own personal learning targets throughout the year. They then work on these and when they feel they have achieved them they share their success with an adult and then they decide on their new target. In the Foundation Stage and Key Stage 1 these personal targets are often worked upon in Play and Activity Based Learning. In Key Stage 2 children discuss their targets with the teacher based on oral and written feedback. These targets may be recorded in files / back of classwork books / sticky notes.

Pupils’ progress / achievements in numeracy are shared with others, e.g. co-ordinators, principal, parents, at assemblies, on social media, e.g. School Website, School Facebook Page, in newspapers.

Classroom Assistants have a clear understanding of the planned learning intentions, methodology and mathematical language to be developed and are able to challenge and support children using approaches which mirror those of the class teacher.

**Effective / Early intervention**

Special Educational Needs Support

The class teacher in consultation with the SENCO identifies pupils with additional learning needs who will require extra support with their learning, in numeracy. SEN support is provided by a SEN support teacher one day a week and in the afternoons by the SENCO and SEN team. The support sessions can be one-to-one tuition with a pupil or a group learning session. An Individual Education Plan (IEP) is drawn up and targets are set for the pupils.

This is a brief summary of SEN support. (\*For more detail please refer to the Special Educational Needs Policy)

**Involvement of pupils in school life – both curricular and extra-curricular**

Numeracy Eco-School Links

Every year the school vote to select an Eco-Committee made up of two children from each year group from P4 to P7. These children work very closely with the Eco-Co-ordinator to plan for the year ahead, set targets and create an Action Plan. A lot of the actions set involve children to apply their mathematical knowledge and skills in a variety of situations, e.g:

* Data Handling – data collection, graphical representation of findings and analysis (solar panel readings / healthy living surveys)
* Measures – weighing ingredients when using produce from school garden
* Number – managing money collected from sale of produce from school garden
* Shape and Space – Making patterns with fruit and vegetables

Extra-Curricular Activities

* Numeracy Club
* Board Games Club– Maths Games
* Archery

1. **HIGH QUALITY TEACHING AND LEARNING**

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

* A broad and relevant curriculum is provided for the pupils.
* An emphasis on literacy and numeracy exists across the curriculum.
* 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.
* Assessment and other data is 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.

1. Curriculum
2. Approaches to teaching and learning in numeracy
3. Assessment (AFL and Data)
4. Self-evaluation

**Curriculum**

McKinney Primary School seeks to provide a broad and relevant curriculum promoting the following areas of Maths; Processes, Number, Shape and Space, Measures and Data Handling. The numeracy programme delivered throughout the school is based on NI Curriculum statutory content requirements for Mathematics and Numeracy, SEELB Progressions in the areas of Number, Shape and Space, Measures and Data Handling, as well as the non-statutory Levels of Progression in Using Mathematics document (CCEA 2012). The Schemes of Work outline in detail what is to be taught in Primary 1 to Primary 7.

(For the Statutory Minimum Requirements in each Key Stage please refer to the NI Curriculum 2007).

Mental Maths

Mental Maths strategies to be covered by each year group are contained in the school’s Core Competences. Teachers make effective use of routines and incidental opportunities to promote mental maths. Each lesson begins with a 5/10 minute shared mental maths session. They are given opportunities to draw effectively on a range of mental maths strategies and to encourage flexible mathematical thinking.

Written mental maths activities are completed by P3 to P7 on a daily basis and at times mental maths activities may be set as a home learning activity.

Numeracy Facts

Pupils’ mathematical knowledge and skills are developed systematically across the school.

Each class from P3 to P7 focus on a set of number facts each week and these are practised at home as part of Monday to Thursday’s home learning activities. Assessment of these number facts is carried out every Friday.

**Approaches to teaching and learning in numeracy**

Teachers use a variety of teaching approaches which meet the requirements of **Count, Read: Succeed** i.e. “Teachers, drawing on their professional expertise, will use a variety of teaching strategies including whole-class teaching, co-operative small group work and individual work, differentiated where appropriate.”

Due to the different ways pupils learn, a variety of teaching approaches are used. We agree with the NI Curriculum Primary document which states that, “Children learn best when learning is interactive, practical and enjoyable.” In McKinney we use a wide range of practical materials, language development and symbolic representation and application to ensure the development of mathematical concepts. Some learning experiences will be whole class and teacher led, others involve practical group work involving problem solving and investigative work and other tasks will be at an individual level. Work and activities will be differentiated to meet the needs of all the pupils.

Classroom Organisation

Pupils are taught mainly in single year groups however there may be composite classes.

Classroom assistants, if applicable, are used to support pupils individually or in small groups, as directed by the teacher.

The pace and challenge of the work is planned so that all pupils make appropriate progress and learn effectively.

Resources

A variety of numeracy resources that are used regularly are kept in each teacher’s classroom, e.g. resources such as number lines, hundred squares, sorting objects, etc.

The rest of the numeracy resources are stored in the Numeracy Store next to the P7 classroom.

Play and Activity Based Learning

Pupils in the Foundation Stage and Key Stage 1 engage in numeracy activities in a practical and interactive way. Activities include number correspondence and sets when setting out cutlery/place settings in the house corner, listening to number rhymes, language development activities linked to capacity in the sand / water area, to name but a few.

Key Stage 2 pupils engage in activities such as Eco-School data collection and interactive programming using Probots.

Cross Curricular Planning / Links - Connected learning

Cross curricular planning takes place at the beginning of each new topic. Learning opportunities for numeracy are recorded on the topic planner for each new topic. The pupils are encouraged to see the relevance of numeracy in the world outside the classroom e.g. through the Eco-Schools programme.

In the Foundation Stage a range of play-based activities are planned through which the children develop early mathematical language, concepts and understanding appropriate to their age and ability.

In Key Stage 1 and 2, children are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the Area of Learning for Mathematics and Numeracy. However, they are given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum, e.g.

* Language and Literacy: - by reading and interpreting statistical data and by discussing mathematical ideas; planning work, explaining thinking, presenting outcomes and evaluating work;
* The Arts: - by seeing and hearing patterns and by observing and making shapes; by developing musical notation skills; through creating pictures and models;
* The World Around Us: - by interpreting statistical data and using it to solve problems using measurement, shape, space and estimation in the world around them;
* Personal Development and Mutual Understanding: - by using statistical data to inform personal and social decisions; by knowing what they can do in mathematics and persevere and work with confidence;
* Physical Education: - by using number, shape and space, measures and data to enhance the quality and variety of movements, to measure and record performance and to collect, analyse and interpret data, for example, pulse rates.

Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities relevant to each topic are recorded on the cross curricular topic planner and these are developed throughout the topic. These include skills and capabilities such as: Managing Information, Thinking, Problem Solving, Decision Making, Being Creative, Working with Others and Self-Management.

Thinking Skills and Personal Capabilities are infused within numeracy on a daily basis. Children are given opportunities within numeracy to apply these, e.g. asking and responding to open-ended questions, sequencing, ordering, classifying, and making comparisons; selecting the most appropriate method for a task, organising and planning how to go about a task, etc.

Digital technology

In McKinney Primary School digital technology is used to support and enhance the delivery of mathematics and numeracy. Opportunities are provided to support their numeracy development through the five ‘E’s – Explore, Express, Evaluate, Exchange and Exhibit (\*For more detail please refer to ICT Policy). The school has a computer suite which each year group is timetabled to attend. Children have access to a list of numeracy websites and mathematics-based computer programs are used to consolidate understanding of important concepts and extend their skill at problem solving.

Each classroom has an Interactive Whiteboard and the pupils also have access to iPads which have a variety of programmes. They are encouraged to take photos and video clips of their work using the iPad e.g. 3D junk modelling. Children also have access to programmable devices, including Beebots and Probots to help develop programming skills. In Key Stage 2 children will at times be encouraged to email numeracy homework to their teacher. ICT is included in the numeracy planners where applicable. Teachers are trained and updated as appropriate in the use of numeracy software.

**Assessment**

Assessment for Learning (AfL)

The Northern Ireland Curriculum Primary states that, “Assessment is an integral part of the learning process. Through on-going integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning.

Assessment for Learning encourages:

* the active involvement of children in their own learning
* the provision of effective feedback to children
* the development of children’s ability for peer and self-assessment
* the use of outcomes of assessment to inform future teaching and learning.

At McKinney PS we share learning intentions and success criteria with the pupils and make them aware of the skills and knowledge that are being developed. These are revisited at the end of the lesson through the plenary. Feedback is provided to the pupils orally throughout the lesson and also when the work is marked using a variety of methods, including the two stars and a wish technique. The pupils are encouraged to review and evaluate their own and their peers’ work. On-going formative and summative assessment outcomes are used consistently to inform future teaching and learning.

A range of assessment techniques are used as part of the teaching and learning process and these include:

* observation
* individual, group and class discussion
* oral, written and visual presentations
* independent or group tasks
* project work
* homework
* diagnostic and / or standardised tests

Observations and Informal Assessment

In the foundation stage observations are carried out as part of numeracy lessons and also during Play and Activity Based Learning in the different areas of Mathematics.

Weekly Number Facts tests are carried out in P2 – P7.Daily written Mental Maths tests are completed by P3 to P7 Monday to Thursday. The Friday Mental Maths Test assesses all the work covered throughout the week.

Informal class assessments are carried out at the end of term 1 and 3 in all year groups.

Class teachers may also carry out informal on-going class assessments as topics are completed.

If there is an issue or concern it is reported to the numeracy co-ordinator and /or SENCO and advice and support is given on how to address the issues.

Formal Testing

Baseline Assessment is carried out at the beginning of P1 and Baseline Progress Test is carried out in the final term.

Progress Test in Maths (PTM) is administered to P3 - P7 pupils in term 3, usually in May. Analysis of this data is carried out at individual, class and whole school level.

Statutory End of Key Stage Assessment

This should be carried out at the end of Key Stage 1 and 2. Although levels are assessed for each attainment target, parents will normally be informed of one overall level for Mathematics. Assessment is carried out by the class teacher, but may be externally moderated by CCEA. The teacher uses a set of Assessment Tasks along with teacher judgement to arrive at a level for each child.

**Self-evaluation**

Teachers monitor and evaluate their teaching and the pupils’ understanding on an ongoing daily basis. Whether the pupils have achieved the expected learning outcomes will determine future planning of what will be taught. Self-evaluation is a vital and continuous process which is necessary to bring about improvement in teaching and learning. Medium and short term planners are evaluated at the end of the half term and at the end of the week respectively.

1. **EFFECTIVE LEADERSHIP**

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

* An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
* Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
* School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
* Teachers are given the opportunity to share in the leadership of the school.
* 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.
* School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself

**The School Development Planning process**

A Numeracy evaluation is carried out at the end of the academic year. Standardised test results are analysed and then areas for improvement are identified for the next academic year. Targets are drawn up. This process is carried out by the Principal, Senior Leadership Team, Numeracy co-ordinator and SENCO.

**Management and analysis of data**

The EA Policy Guidelines (2010) states that, “Effective performance data management and monitoring and evaluation are essential tools to improve standards’. Maintaining and using data effectively, at class and whole school level, and setting challenging yet achievable targets for numeracy provides a focus for whole school planning and for activity at classroom level**.**

Baseline Assessment is carried out during the first half-term in Primary 1 and this is followed by a Baseline Progress Test which is carried out during the final term, in May. This allows us to begin to track pupil progress. The teacher can use this data to look more closely at individual pupils to identify areas of strength and areas of development. However, we must remember that children are still very young at this age and scores can tend to be influenced by many other factors, e.g. first form of formal testing, ability and confidence in using ICT, administration difficulties, etc.

(These assessments have only recently been implemented and are currently under review).

The Progress Test in Maths (PTM) is carried out annually by the class teachers in term 3 with P3 – P7. These are sent off to be marked and analysed. The assessment co-ordinator and the numeracy co-ordinator then analyse the data when it returns to school. Whole school, class and individual targets are then developed.

To effectively improve Numeracy standards in McKinney P.S. we do the following:

Whole School Analysis

Data from the PTM is analysed at whole school level and this allows us to identify strengths and areas for improvement within numeracy across the school. The Numeracy Co-ordinator then meets with the Numeracy Team to complete the Numeracy Action Plan by setting specific targets to bring about whole school improvement. This information is then brought to the Senior Leadership Team and this feeds into the School Development Plan to bring about whole school improvements.

Class Analysis

PTM data for each class is disseminated to class teachers in June. Teachers are allocated time to identify further areas of weakness from their own class results, suggest reasons for weakness and state actions to be taken. (Link to PRSD as / if required). Teachers carry out individual question analysis by identifying specific questions which are more than 10% below the standardised samples and recommendations are made. This enables us to identify areas of strength and areas of development within numeracy, in each year group. Once these are identified, targets are set in each class and strategies put in place to improve teaching and learning in these areas and to share good practice across the school.

Individual Pupil Analysis

Data analysis enables us to track pupils’ progress in numeracy, year on year.

Comparisons are made between PTM and NRIT / CAT4, and between PTM and PTE (Progress Test in English) to identify low achievers, pupils who are under-achieving, over-achieving or on-target. Factors such as attendance, illness, and teacher judgements are taken into account when prioritising these. Following discussions between class teachers (incoming/outgoing) and SENCO, in June, specific pupils requiring extra support are targeted and provision is made for them.

Evidence of target setting will also be evident on teachers’ planners where applicable.

Underachievement

Underachievement is identified quickly and systematically during the data analysis process and reviewed both during the year on Individual Pupil targets and at the end of the following year when the new PTM score is compared.

**Professional development of staff**

EA Policy guidelines (2010) states that, “The talents and expertise of the best teachers will be used more effectively and that dissemination of good practice is the key to improvement.”

In McKinney PS effective practice is shared informally on a day-to-day basis with teaching colleagues. It is also shared more formally in the context of staff training.

Staff Training

After analysis of the data, areas for development are selected for the whole school. If further training is required, in a certain aspect of numeracy to improve the teaching staff’s confidence or teaching skills, training is either provided by the numeracy co-ordinator / numeracy team or from an external source.

Sharing Good Practice

It has also been beneficial to share good practice by linking with other schools, e.g. for cluster meetings, observing practice in other settings or to share / exchange resources.

Internal Standardisation

Teachers level individual pieces of numeracy work and then meet to view samples at each level. They discuss and agree levels to ensure all teachers have a good understanding of the levels.

PRSD

The Performance Review and Staff Development Scheme aims to recognise the contribution of teachers to achieve the aims of the School Development Plan and help them to identify ways of enhancing their skills and performance. Through this process, teachers, supported by their Reviewer, can identify their own specific professional development needs, which may link to numeracy, identify targets to meet these needs and put actions in place to reach their targets.

**Monitoring and Evaluating**

Roles and responsibilities

The Numeracy co-ordinator and numeracy team fulfil the roles outlined below as suggested by the EA Policy Guidelines (2010):

* ensure that the written policy on the promotion of numeracy is up to date;
* provide a clear lead in numeracy and its co-ordination across the curriculum;
* provide effective liaison between the SENCO and the pastoral care system;
* set clear and measurable targets for improvements in numeracy as part of our school development planning processes;
* purchase and organising resources;
* keeping up to date with recent numeracy developments

Numeracy Action Plan

The numeracy action plans are monitored throughout the year and an evaluation is carried out at the end of the academic year. Targets that have been met are recorded and those that were not completed are continued in the next academic year. A copy of the evaluated Action Plans are kept by the numeracy co-ordinator in the co-ordinators file and a copy is given to the principal to be shared with the Board of Governors.

Numeracy training for teaching staff

Numeracy school-based INSET and School Development Days are organised to develop the teachers’ ability to deliver numeracy throughout the school. The training provided on these days links with the targets on the Numeracy Action Plan.

Monitoring Planners

The Numeracy Co-ordinator monitors planners to ensure there is a broad and balanced approach throughout the areas of attainment.

Book Scoops

The Numeracy Co-ordinator carries out Book Scoops each academic year and provides feedback to the teachers.

Data Analysis

The Numeracy co-ordinator works alongside the Assessment and SEN teams to manage and analyse numeracy data and to track pupils’ progress and underachievers and those who require extra support.

Observations of Lessons

Class observations may be carried out by the co-ordinator linked to a specific area of development, e.g. Problem Solving, and verbal and written feedback given to each teacher.

Displays of Work

Teachers and pupils will work together to produce displays of work on noticeboards or work surfaces. These can have a particular focus on an aspect of numeracy e.g. Shape and Space. Topic wall displays which are showcasing work from a range of subjects will include aspects of numeracy which are linked to the topic.

The Board of Governors

Once the Numeracy Action Plan is agreed, at the beginning of the new academic year, the Principal shares the School Development Plan with the Board of Governors. The evaluated Numeracy Action Plan is also shared with the Board of Governors. Reports on progress in numeracy are shared with the Board of Governors throughout the year, as and when required.

1. **A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

The following ESaGS indicators will be reflected in our provision for 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
* The school uses its involvement in particular programmes (e.g. Extended Schools) effectively in meeting the needs of the community and nearby schools
* 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 other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups

**Links with parents:**

* Communication between parents and school - The school operates an open door policy where the parents are encouraged to come into the school to share their views on all aspects of their child’s education. General school information and also specific information in relation to Numeracy, e.g. Whole School Maths Events and activities, are sent out to parents via Seesaw, the school website and weekly updates.
* Reporting to parents on their child’s progress with numeracy - Parents are updated regularly on their child’s progress throughout the school year. Two parent / teacher meetings are conducted, one in term one and one in term two. Parents receive a written annual report in term three. From P3 upwards the Progress Test in Maths (PTM) score is recorded on the report.
* Home learning activities - Parents support their child with home learning tasks which consolidate numeracy work introduced in class. They are informed of their child’s progress with mathematical tasks via the teacher’s marking and comments on the work.
* Parents’ information and training sessions - At the start of each academic year parents are provided with a summary of what will be taught in numeracy and ways they can support and consolidate their child’s learning at home. Whole school parent information sessions may be carried out linked to aspects of numeracy when required.

The P1 Curriculum meeting in term 1 provides parents with a detailed insight of Numeracy in the Foundation Stage and how they can support their child’s learning at home.

* School website / social media - Information on how parents can support their child’s learning is available on the school website e.g. Let’s Count on Numeracy (At Home With Maths). Photos of pupils engaged in activities are displayed on the school website, Seesaw and the school’s Facebook site.
* Activities where parents have an active input - Parents support ‘Maths Day’ celebrations / 3D Junk Modelling activities by helping their child design and create 3D models and maths games. Friends of McKinney (Parent / teacher group) provide vital extra funding for numeracy resources through their many and varied fund-raising activities.

**Links with other schools:**

* Clusters for staff development - Visits to / from other primary schools to share and compare effective practice and for training. McKinney Primary School has been the host school for providing training for other schools.
* The nursery teacher meets with the P.1 teacher and shares information about the pupils entering the primary school. A written nursery transition report is also passed on to the P.1 teacher.
* The pupils’ annual written report and Progress Test in Maths score is passed onto the post primary schools when requested. The majority of the Secondary Schools will either visit our school to meet their new pupils or invite them to their school for a visit.

**Links with the community:**

* Pupils enter competitions e.g. Primary Mathematics Challenge
* Visits to local businesses and from local people in the community e.g. recycling centre, local people sharing skills e.g. accountants / bank officials / builders / kitchen and furniture suppliers and fitters / tillers / farmers, etc

**Links with bodies in the workforce:**

* Accountant Visit-to develop pupils Financial Capability Skills, e.g. prior to setting up pupils’ own bank account – link to Eco-Schools

**Links with external education support agencies**:

* the school liaises with a number of support agencies through the EA and beyond.

**MONITORING AND EVALUATION OF POLICY**

**This Numeracy Policy is reviewed annually and updated when necessary upon receipt of updates from EA / DENI.**

The policy was last reviewed in June 2021.

It is due for review in June 2023

Signature …………………………………. Date ……………………

Numeracy Coordinator

Signature ………………….………………. Date ….…………………

Principal

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