



LANDAU
FORTE
ACADEMY
GREENACRES

Policy Name	Numeracy Policy
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Reviewed by	H Jones
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Date of next review	March 2025
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Scope of the policy

This policy applies to Landau Forte Academy Greenacres.

Purpose of the policy

Mathematics teaches us about the world around us through developing a child's ability to calculate, to reason and to problem solve. It enables pupils to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and the application of mathematics.

This policy document is a statement of the aims, principles and strategies for the learning and teaching of mathematics at Landau Forte Academy Greenacres. We want children to see how mathematics can be useful as a life skill as well as leading to more opportunities in their future lives.

Aims:

At Landau Forte Academy Greenacres we aim to give children skills to make them confidently numerate so that they can deal with numbers competently, and that they have a good understanding of the number system. We aim for children to have a repertoire of computational skills and an inclination to solve number problems in a variety of contexts. They should possess a practical understanding of the ways in which information is gathered (by counting and measuring), and may be presented in graphs, diagrams and charts. Greater emphasis is placed upon applying these skills in problem-solving situations.

Our overall aim is to focus upon the basic skills essential for each child's development in Numeracy and its application to a range of contexts and problems.

Statutory Requirements

During the children's time in our school, we aim to develop the content of the National Curriculum for Key Stages 1 and 2 to ensure that all parts of the Programmes of Study are taught, enabling all children to achieve the highest standards possible in mathematics and benefit from a broad, rich and personalised curriculum. The provided framework ensures there is continuity, progression and assessment opportunities when teaching mathematics. Teachers of pupils in the Early Years base their teaching on objectives from the EYSF (Early Years Statutory Framework); this ensures that they are working towards the 'Early Learning Goals for Mathematical Development'.

Implementation

Mathematics is taught within its own right for at least one hour a day, and is also linked and integrated through other curriculum areas that incorporate mathematical skills including the 'Big Maths' topic-linked maths project that is completed four times a year. Arithmetic skills are practiced in other sessions outside of the daily maths lesson. Long term objectives are provided by the National Curriculum for mathematics, which gives a detailed outline of what is taught in the long term. We use the Rising Stars progression framework to deliver the key

objectives for each year group. As a school, we have created a progression framework for calculation strategies which is shared with parents as well as staff. Teachers refer to previous learning and select the objectives relevant to the ability of the children in their group. Teachers complete short term planning on a weekly basis. These plans list the specific learning objectives for each Numeracy lesson, and give details of how they are to be taught. Lessons are taught with a strong emphasis on the development of arithmetic strategies as outlined in the calculation policy; these skills are then applied in the context on word problems. Children are encouraged to use a range of strategies to solve these problems including formal written methods and bar modelling. Activities are differentiated to match the range of abilities within the classes. Children are explicitly told what they will be learning in each lesson and opportunity is given for rapid learning and progress to take place. Within all lessons there are many opportunities for self and peer assessment as well as teacher assessment. In all parts of the lesson there is a strong emphasis on mathematical language and the correct vocabulary is vital.

In Year One and Two, and as an intervention in Year Three and Four, we are implementing the Number Sense program to enable children to master their concept of number develop confidence and flexibility with number and fluency and addition and subtraction facts. We have been liaising with our local Maths hub and have registered to be trained to implement the Mastering Number Program next year.

From Year Two upwards, each week a Times Tables focus is planned to give children the opportunity to practise and improve their rapid recall skills with facts 12×12 . Children enjoy the weekly challenge and strive to improve their time and score. All children also have access to their own personal account of 'Times Tables Rockstar' where they can compete against other pupils.

When planning, staff consider:

- What skills and knowledge do the children have?
- What new skills do the children need to learn?
- Have I provided opportunity for each individual to make rapid progress?
- What specialised equipment or resources are required?
- Will the work be linked to ICT?

In Years 3, 4, 5 and Year 6 children are set for numeracy lessons by ability. The groups are regularly reviewed by year group teachers and are flexible. Some classes also have some additional adult support during the numeracy sessions.

Impact

At the end of each term the appropriate assessment materials are used to support teachers to determine which pupils are meeting year group expectations, assist teachers in identifying gaps in children's learning and target specific support. Children's progress is recorded on the tracking sheet three times a year. In addition, progress against the key objectives in mathematics is recorded on individual Tracking Sheets for each child, which is then passed to the next class teacher at the end of the school year. Children are given regular opportunity to assess their own work and that of their peers, to encourage

independent learning. The Mathematics leader, the Principal and the Senior Leadership Team take responsibility for the monitoring of the Mathematics curriculum and the standards achieved by the children.

Monitoring takes the form of:

1. Lesson observations and feedback;
2. Learning walks and pupil voice conversations;
3. Planning scrutiny followed by support where necessary;
4. Book scans on a frequent basis;
5. Termly data analysis.

Resources and Facilities

When planning, each year group has a selection of resources to aid the delivery of the maths curriculum. The main Numeracy resource area is situated in between the Year 3 classrooms, and all practical resources are housed here. There are also smaller additional resources in each classroom. The Numeracy Subject Leader is responsible for maintaining and ordering the resources.

Early Years

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

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All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. Pupils with a special educational need or disability (SEND) will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum. Class based approaches for these children might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Pupils who need it will receive interventions to support their learning. Where additional levels of support are required, a personalised Learning Plan and Pupil Passport is created, which outlines the provision available to each child and will be available to parents.

Policy Name	Numeracy Policy
Change Made	Updated/Amended
Date Made	March 2023
Made By	H Jones
Principal	L Bridge
Chair of Governors	

