

Numeracy Across Learning

Numeracy and Mathematics

Milton Primary School

Position Statement

May 2011

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Rationale

Our pupils are growing and learning in a fast paced, ever changing society. The Scottish Government's purpose of sustainable economic growth has a direct impact on the teaching and learning experiences our pupils encounter. Our school needs to provide our pupils with the skills they need to contribute effectively in society, allowing them to achieve high levels of success in their daily lives and in the world of work.

We at Milton Primary agree with Donaldson (2010) who propounds that:

‘...young people need to develop a broad range of mathematical and numeracy skills..... To maximise their life chances, young people need the confidence to recognise when and how to apply their skills in a range of situations, some of which are predictable and others which are new to them.’

We are committed to providing our learners with the tools necessary to allow them to function effectively in society and achieve in excess of the minimum standards required (Scottish Survey of Adult Literacies, 2009) to function in a modern society. We need to equip our learners with the confidence to recognise and fulfil their potential and as such, developing high quality numeracy and mathematical skills, is a very high priority for all in Milton.

In realising this vision for all of our learners, Milton Primary School fully endorses Curriculum for Excellence Numeracy Across Learning and Numeracy and Mathematics Principles and Practice (CfE, 2009) and aims to ensure that all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes, pertinent to the age and stage of our learners, are fully addressed. All staff are responsible for Numeracy within Curriculum for Excellence.

Aims

Milton Primary School aims to:

- Provide high quality teaching and learning that fosters positive and enthusiastic attitudes towards numeracy and mathematics.
- Fully address all Curriculum for Excellence Numeracy and Mathematics Experiences and Outcomes from Early to Second level (and beyond, where required).
- Build confidence in our learners in applying their numeracy and mathematics learning in real life contexts.
- Seek opportunities to extend numeracy and mathematics skills across the curriculum, raising awareness of the relevance of this learning in all curricular areas.
- Differentiate appropriately to meet the needs of all learners, providing choice where appropriate.
- Provide progressive, broad, coherent and deep learning experiences that are relevant, challenging and enjoyable.
- Develop numeracy and mathematics skills that enable our learners to function responsibly in everyday life and contribute effectively in society.

Aims into Action: Responsibilities

Teaching Staff

Self Evaluation

In Milton Primary School, we recognise and value the benefits of rigorous self evaluation in informing continued improvement. All teachers are actively encouraged to reflect on their own daily practice in order to help ensure that optimum learning is maximised. Engagement with How Good Is Our School Quality Indicators is promoted regularly at whole school level throughout the school year and through individual classroom visits.

Pace

Teaching staff in Milton are expected to set an appropriate pace of learning for all. Pupils should be provided with a stimulating learning environment, where learning intentions are regularly shared and reflected upon meaningfully. The importance of high quality interactions between pupil and teacher is fully acknowledged in Milton Primary School and

all staff are encouraged to consistently promote a 'can do' ethos within their individual classrooms, where achievement and success are striven for and celebrated.

We fully agree with HMIe (2010) who state that:

'Pace is not about how quickly tasks and activities can be completed: learning is not a race.'

Teachers' day to day assessments should be used to inform the future learning. Scottish Heinemann Maths is the school's core resource however all teachers are urged to recognise that while this resource provides lots of quality teaching materials, other innovative ideas, approaches and resources should feature regularly in their daily practice. Milton Primary School teachers recognise that for children's learning to be fully secure, application of learning in different contexts is essential.

Meeting Learning Needs

Teaching staff are recognised as being best placed to understand the needs of their individual pupils. Staff are expected to communicate regularly with the SMT about children's progress and to highlight any concerns, through written records and verbally where appropriate. Staff are expected to differentiate appropriately to ensure that the needs of all children are met.

Staff need to be aware of the different learning styles of their pupils and the use of active learning is fully endorsed and encouraged at all stages. This may range from imaginative play in P1 to solving real life problems, using mathematical skills in the later stages. We have no set 'one size fits all' formula for active learning in numeracy and mathematics in Milton Primary School: teachers are expected to develop numeracy and mathematical skills within well judged contexts (HMIe, 2010), as appropriate to the needs and interests of their learners. Problem solving should be encouraged at every opportunity and staff are expected to engage learners regularly in opportunities to explain their thinking. Collaboration amongst learners in all classes should be encouraged, where appropriate.

Planning for success

Changes to teachers' forward plans are under review (May 2011), in response to the demands of Curriculum for Excellence. All staff recognise the importance of quality record keeping, in order to help track and monitor children's progress. While specific pro formas are under review, the importance of thorough planning, in light of regular formative and summative assessment remains very pertinent. All teachers are expected to keep useful records of

children's learning. Progression and next steps should be evident. All staff are expected to use a range of Assessment is for Learning strategies and NAR (or NAR equivalent) assessments to make judgements about pupils' learning and to inform their next steps in learning.

Staff are expected to participate in moderation activities with colleagues and to engage in quality dialogue to support school transitions, ensuring that children's progress can continue without unnecessary interruption or delay.

All teachers are responsible for ensuring that:

‘.....numeracy skills developed from early years and beyond are revisited and refreshed throughout schooling.....teachers will plan to establish and consolidate children's fundamental numeracy skills.....so that young people develop a sound understanding of number.’ (CfE, Numeracy Across Learning Principles and Practice, 2009)

Learners in all classes should be provided with opportunities to engage in developing mental strategies daily.

Partnership Working

Staff are expected to issue regular homework that is connected to children's classroom learning. Homework tasks should be varied and stimulating. Staff are expected to report to parents twice yearly about pupils' progress. Pupil homework diaries may be used as a means of communication on a week to week basis, where appropriate.

SMT

Tracking and monitoring

Supporting innovation and quality learning and teaching

Milton Primary School's SMT will track and monitor progress in numeracy and mathematics in all classes on a termly basis. Forward Plan reviews should be conducted on a termly basis. Staff should be provided with quality, constructive feedback and advice, in written and / or oral form. The SMT will engage in regular professional dialogue with staff about pupils' progress.

In addition to Forward Plan reviews, the SMT will monitor progress through jotter monitoring and classroom visits. The focus of classroom visits will always be shared in advance, in line with South Lanarkshire Council guidance.

The SMT will keep abreast of all new developments, policies and where possible, resources, in order to ensure that staff are kept well informed about good practice in Numeracy and Mathematics.

The SMT will actively seek to develop teacher leadership at every opportunity and will provide guidance to staff with all matters pertaining to the learning and teaching of Numeracy and Mathematics, where necessary.

Additional Support for Learning – GIRFEC and effective use of resources

While it is acknowledged that the classroom teacher should act as the first level of Additional Support intervention, regular dialogue about children's progress with the SMT may mean that some learners require support additional to that provided by the class teacher. Milton Primary School's SMT is fully committed to Getting It Right For Every Child and as such, will take steps to provide additional teacher time for those children in need, where staffing constraints allow. Timetables will be devised to derive best value from resources available from SLC's support for learning base, from non class contact PT time and from area cover teacher availability. Timetables will be reviewed by the SMT on a termly basis, on a greatest need basis.

The SMT will regularly review the resources available in the school stock and will take regular feedback from staff to ensure that the resources required to deliver high quality teaching and learning are provided, as far as possible.

The SMT will ensure that Support Staff are effectively deployed, where possible, to support children's Numeracy and Mathematics learning.

Continuing Professional Development

Milton Primary School's SMT will provide opportunities for staff to extend their skill and confidence in teaching Numeracy and Mathematics, through provision of quality CPD experiences. Milton Primary SMT acknowledges the quality CPD to be found in keeping the staff library well stocked, in providing time for staff to observe others' teaching practice, to engage in quality dialogue with other practitioners and to learn from each other and visitors

to our establishment at in school in-service meetings. In keeping with this, the SMT are committed to providing a variety of quality Numeracy and Mathematics CPD experiences for staff. Where possible, South Lanarkshire CPD courses will be funded to support the needs of staff.

Partnership Working

The SMT will seek regular opportunities to give staff, pupils and parents a voice, to receive feedback about children's Numeracy and Mathematics learning, in order to further improve.

The SMT will lead rigorous self-evaluation of Numeracy and Mathematics within the school, based on HGIOS and Education Scotland (HMIe) guidance.

The SMT will seek opportunities for staff to engage with other establishments within the Learning Community to share and moderate standards in Numeracy and Mathematics.

The SMT will remain fully committed to nurturing a positive, 'can do' climate and high quality team work in Milton Primary School, in order to maximise success in the learning and teaching of Numeracy and Mathematics.

References

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