

Numeracy Policy



St Clare's Primary School,
A Catholic Voluntary Academy

I will increase the number of descendants of my servant David and the number of priests from the tribe of Levi, so that it will be as impossible to count them as it is to count the stars in the sky or the grains of sand on the seashore.

Jeremiah 33:22

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1. Numeracy as part of the School Curriculum

At St Clare’s, we recognise that numeracy is a life skill essential for being a successful citizen. As such, maths is taught explicitly from when children join in EYFS and discretely throughout a child’s time at the school. We want all children to have strategies to perform calculations mentally, to understand the number system and to have the key skills of weighing and measuring, telling the time, using money and understanding statistics, including in a tabular or graphical form.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Scheme of Work

Throughout the school, the White Rose Maths Scheme of Work is followed. This ensures National Curriculum coverage and progression within a year group and across year groups as per the long term plan. The curriculum is broken down into blocks of learning and these blocks are broken down further into small steps. Children learn through the use of manipulatives, whole class, group and individual tasks, as well as maths investigations.

4. Teaching Methods

Pupils will initially use concrete methods to secure their learning – this includes drawing, maths equipment and generic equipment. They will then move into pictorial models such as dots and dashes, non-standard models and expanded methods. Finally, this learning becomes abstract, using standard mathematical symbols. Throughout all learning, different models are used to ensure fluency of understanding. Reasoning and problem-solving elements are incorporated into each lesson to deepen understanding and to allow the pupils to apply their knowledge to real-life situations. In addition, throughout each year, enhancements such as National Numeracy Day will encourage a love of maths.

5. Times Tables

Times tables are a key aspect of maths and underpins learning in many other aspects of the subject. As such, it is given priority from years 2 to 4, at which point all children should have swift recall of the tables up to 12 x 12. Times tables are taught explicitly and assessed frequently using Multiplication Tables Check electronic tests. Times Table Rock Stars is also used as a means by which pupils learn and practise their times tables at speed. All children in Year 4 undertake the Multiplication Tables Check as per government guidelines.

6. The Maths Environment

All classrooms have a maths working wall. This contains materials to support children's learning. This could include, but is not limited to: key vocabulary, model methods of calculation, key equations, mathematical models, such as the bar model, times tables, shapes, time, graphs and key questions. In addition, manipulatives such as counters, Dienes, Base 10, number lines and one hundred squares should be readily available for children to use to support their learning. A display board dedicated to maths will also be present in one of the communal corridors.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Curriculum policy