Rationale and Aims

At the heart of our planning, implementation and assessment of our numeracy and mathematics programme is our vision for all of our pupils:

In Craigbank Primary School, all learners work ambitiously together to create a challenging and inclusive learning environment that promotes confidence, resilience, respect and skills for learning, life and work.

We aim to:

- Provide quality learning experiences based on the principles of curriculum design, that ensure every young person reaches their full potential
- Ensure that everyone is treated fairly and justly, promoting responsibility and respect for human rights.
- Encourage our learners to be aspirational and have a positive approach to learning, celebrating individual successes and achievements.
- Raise learners’ levels of attainment and achievement through the delivery of the six entitlements.
  1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
  2. Every child and young person is entitled to experience a broad general education
  3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
  4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
  5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
  6. Every young person is entitled to support in moving into a positive and sustained destination

Our Numeracy and Mathematics programme follows Curriculum for Excellence Guidelines. Curriculum for Excellence recognises that Numeracy is a major component of primary education. It states that:

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

(Numeracy across learning: Principles and Practice pg 1 2009)
Craigbank Primary School is a non-denominational school and is situated in the town of Larkhall in South Lanarkshire. The catchment area for the school is Strutherhill and surrounding areas; this is an area where many families face multiple challenges. The local area is predominately social housing. The current school roll is 123 over 6 classes. Of our 123 pupils, 37% are in receipt of free school meals and 13% are Gypsy Travellers. Of our 123 pupils, 34.1% live in a home within SIMD 1 or 2 and/or are in receipt of Free School Meals. These pupils are present in all classes across the school with a higher proportion in our P4, 5, 6 & 7 cohorts. We know anecdotally and through our knowledge of the families in our community that at least another 4 children are entitled to free school meals but choose not to claim them. In addition, we are aware through knowledge of our families, that approximately 13 children or 10% of our school roll, although living in SIMD 1 or 2, are in fact living in relatively affluent homes. It is also worth noting that 13% of our school roll are gypsy travellers, thus; any SIMD ranking assigned to this group of learners is used alongside a holistic evaluation of the many diverse and complex barriers they may have to overcome in order to achieve equity and achieve their potential.

At Craigbank we support all children to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective contributors

Through a structured, challenging and progressive programme of study which will meet the needs of all our pupils.

I like maths. I am good at it.

P4 Pupil
Our children will be encouraged to develop a responsibility for their own learning by

- sharing learning intentions and success criteria in lessons
- giving and receiving appropriate feedback through self, peer and teacher assessment
- target setting on a weekly basis, and evaluation of these targets to provide quality learning conversations and next steps progression. These targets will become more individualised to the child as we progress through the school. Pupils from P4 upwards should be setting their own targets weekly.

The numeracy and mathematics framework as a whole includes a strong emphasis on the important part numeracy and mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.

Teachers recognise how these areas of numeracy and mathematics impact on children’s lives and identify opportunities to develop numeracy for children and young people. In planning, our staff are familiar with and consider each of these areas of numeracy and mathematics across the curriculum. Within our planning, we ensure that there is a balance of active learning, written work and use of technology and supporting software (including RM Easimaths, iPad apps, interactive smartboard, websites, Roamer, SHM maths software) in order to best meet the needs of our learners. Technology and active learning are regularly used in the implementation of mathematics throughout the school. We provide outdoor learning opportunities, when appropriate, for the children to learn and apply their knowledge in real life examples. The teaching of maths in an IDL context gives children to opportunity to make connections between learning and their own lives. It also allows them to apply previously taught concepts in a context. This will be developing skills for learning, life and work At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of all mathematical concepts.

I like RM Easimaths because its colourful and interesting and there’s lots of different games to play. I like Fling a ball at the end of session.

P6 Pupil
**Mental Agility**
On a daily basis, all learners will experience 20 minute mental agility session with a summative weekly assessment. This experience will allow learners to develop strategies to increase pace and accuracy and build a solid foundation of basic number skills. These skills can then be applied across other curricular contexts.

Big Maths has helped me to learn my times tables and calculation that I couldn’t do before. I used squiggleworth to split numbers up…oh yeah it was called partitioning!” P 5 Pupil

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**Mental Agility Strategies**

<table>
<thead>
<tr>
<th>Jigsaw Numbers</th>
<th>Partitioning</th>
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<tbody>
<tr>
<td>Doubling and Halving</td>
<td>Counting on and back</td>
</tr>
<tr>
<td>Friendly Numbers</td>
<td>Doubles and Near Doubles</td>
</tr>
<tr>
<td>Compensation</td>
<td>Smile and Coin Multiplication</td>
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I like figuring out the answers. I am very quick at my Learn its. CLIC sessions are really fun. P2 Pupil

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Our learners will also experience opportunities to explore Financial Education making connections through Global Enterprise, role play, Financial Education week and World of Work Week. This allows learners to develop skills for learning, life and work.
Assessment, recording and reporting

In Craigbank Primary we use a wide variety of AifL strategies to inform our teaching and learning on a daily basis in our classrooms. This ensures a clear picture of progress each child is making. Children are given regular informal feedback on their learning and work closely with staff to identify next steps and set personal targets.

Peer and self-assessment plays a vital role within the classroom, this allows children to learn from each other and to identify their own learning strengths and areas for development. Summative assessments at the end of a block of teaching is another way of staff gaining evidence of children’s learning. Assessment at end of a block of teaching often takes the SAY WRITE MAKE DO approach.

| SAY MAKE WRITE and DO – It keeps me interested in my work and it is not as boring as a check-up. |
| P6 Pupil |
Jotter monitoring, SLT and peer visits within professional learning trios to the classroom all contribute to the holistic assessment of mathematics and numeracy in Craigbank.

Our termly professional learning trio visits allow us to share good practise in relation to approaches to teaching and learning and to moderate within levels (early, first and second). One focus for our trio visit this session was Mental Agility. It was incredibly useful and impacted all future teaching and learning within this area. We were able to have professional dialogue in relation to teaching of mental agility, and discussed different methods of classroom management, organisation of children and resources and different ways to teach mental agility in the classroom.

Staff will assess numeracy skills through children’s:
- understanding of number processes and concepts
- ability to apply skills accurately when working independently
- capacity to engage with and complete tasks

Progress will also be identified by children’s competence and confidence in applying mathematical concepts in their learning. Therefore, assessment will be linked with other areas of the curriculum to provide children with the opportunity to demonstrate their understanding through a range of curricular areas, when appropriate. Assessment of teaching and learning is on-going in all classwork. Summative end of topic assessment, often taking the form of SAY WRITE MAKE DO, is completed after a block of teaching. End of Level Assessments (Early, First and Second) are also undertaken to ensure understanding of key concepts before moving forward to the next level. MALT assessments are used as a yearly summative assessment to give a maths ability age.

Review Date – May 2018