



Primary Numeracy Policy

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Aquinas Church of England Education Trust





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Primary Numeracy

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Statement of Intent

Mathematics and numeracy are key life skills. The mathematics curriculum teaches and develops pupils' understanding of a network of concepts and relationships which provide a way of viewing and making sense of the world. The numeracy skills taught formally within mathematics are used to analyse and communicate information and ideas. Through numeracy acquisition pupils have the skills to learn, think, explore, and organise. They learn to tackle a range of practical tasks and real-life problems. The provision of a high-quality mathematics education expands pupils' understanding of the world. They are shown how to solve problems and reason. Through engaging teaching, they develop a sense of enjoyment and curiosity about mathematics. This policy sets out the principles and expectations for numeracy and the mathematics curriculum across the Trust and for all ages and abilities.

1. Legal framework

[UPDATED] This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'Mathematics programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early year's foundation stage'
- DfE (2021) 'Teaching mathematics in primary schools'

This policy operates in conjunction with the following academy policies:

- Curriculum
- Equality

2. Roles and responsibilities

Trust Board and Education Team

The Trust Board works through the Education Team and Education Scrutiny Committee to provide a direction and make sure the policy is implemented effectively in all academies.



Where schools have an executive head, they will hold the overall responsibility and accountability for the quality of provision.

Senior Leaders

The headteacher/head of school is accountable for the performance and training of staff, the quality of teaching and the progress made by pupils. The leadership team provides appropriate support, training and resources for teams and individuals in line with their portfolio of responsibility. They make sure classroom practitioners, pupils and parents understand the expectations for good teaching and learning. They oversee processes for reporting to parents and to the Trust Board. The leadership team will establish a programme of quality assurance including: reviews of planning; visits to lessons; scrutiny of written work; analysis of data; pupil progress meetings; discussions with pupils and feedback from parents.

Numeracy Subject Leaders

Numeracy subject leaders will work together through the network to implement strategies, organise training and share resources. They collaborate with leaders in other academies to develop good practice, including moderation and assessment standards. They are responsible for the development of subject knowledge for those they lead. They will make sure policy is being followed and are accountable for the quality of planning in their own academies. They monitor and evaluate consistent delivery of the policy at team level, and provide appropriate support to team members through training and coaching.

Middle Leaders

All middle leaders are accountable for the quality of the learning environment, the quality of teaching and the progress of pupils in their area of responsibility. They are expected to undertake regular quality assurance and monitoring activities and take effective action where improvements are needed. When evaluating pupils' progress in numeracy via work scrutiny the focus is to ensure work shows development of numeracy skills by each pupil over a period. They check the regularity of assessment and the quality of assessment information and challenge teachers when pupils do not make enough progress.

Teachers

Teachers contribute to planning, using the agreed plans to structure and sequence the teaching programme. They must continue to develop their subject knowledge and pedagogical skills. They provide a well organised and stimulating environment which has a direct impact on the quality of teaching and learning. They set high expectations for attitudes to work and behaviour for learning. They are responsible for the accurate assessment of pupils they teach so all pupils make good or better progress. All staff have a responsibility to reflect on their own practice in the teaching, marking and assessment of numeracy within their own subject.



3. Principles

Numeracy is a proficiency which is developed in mathematics but also in other subjects. Through numeracy teaching, pupils develop confidence and competence with numbers and measures. Numeracy acquisition enables pupils to understand the number system and develop a repertoire of mathematical techniques. They gain an interest and an ability to solve quantitative or spatial problems in different subjects or contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts, and tables.

4. Mathematics

The mathematics curriculum is designed to provide pupils with the skills to become numerate; creative; independent; inquisitive; enquiring; resilient and confident to take risks. Through their growing knowledge and understanding, pupils acquire greater fluency. They work within a stimulating and well-resourced environment so that they can develop mathematical skills and achieve their full potential. They will learn to appreciate the contribution made by many cultures to the development and application of mathematics. Through mathematics and numeracy teaching pupils will:

- Have a sense of the size of a number and where it fits in the number system.
- Recall number facts confidently.
- Calculate accurately and efficiently, both mentally and in writing and paper, drawing on a range of calculation strategies.
- Make sense of number problems and recognise the operations needed to solve them, as well as selecting the most efficient methods to solve them.
- Explain their methods and reasoning using correct mathematical terminology.
- Judge whether their answers are reasonable and have strategies for checking them.
- Develop spatial awareness and an understanding of geometry and geometric properties.
- Collect data, and draw, interpret and predict from graphs, diagrams, charts, and tables.
- Have some understanding of the measurement of probability and risk.
- Become fluent in the fundamentals of mathematics.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simple steps and persevering in seeking solutions.
- Use a wide range of mathematical skills in other areas of the curriculum.



- Learn the correct mathematical language, notation, conventions, and techniques, relating to the different subjects they study.

5. Mastery approaches

Our academies adopt mastery approaches in the teaching of mathematics. These approaches improve pupils' enjoyment and engagement with mathematics. Teachers focus on broadening more able pupil's conceptual understanding, rather than moving them on to new topics.

An approach based on mastery principles:

- Has the highest expectations for all children in which all children can achieve and most can achieve highly.
- Exposes all pupils to the same curriculum content at the same pace.
- Provides full access to the curriculum by focusing on developing deep understanding.
- Secures fluency with facts and procedures.
- Uses a careful sequence of small steps.
- Scaffolds learning from concrete to pictorial and then abstract.
- Develops conceptual understanding.
- Promotes reasoning and problem solving.
- Makes use of mathematical representations that expose the underlying structure of the mathematics.
- Helps pupils to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation.
- Uses intelligent practice and variation to develop conceptual understanding hand in hand with reasoning, problem solving and fluency.
- Uses correct mathematical vocabulary and high-quality mathematical talk.
- Blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support.
- Provides differentiation by offering rapid support and intervention to address each individual pupil's needs.

6. Monitoring and review

[UPDATED] This policy is reviewed on a **bi-annual** basis by the **Education Scrutiny Committee** and **Chief Executive**. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **January 2025**.