



**'We Work Best When We Work  
Together'**

# **NUMERACY POLICY**

**Policy Update: January 2026**

**Policy to be reviewed by: September 2028**

# Introduction

Our school Mathematics Policy aims to fulfil the requirements of the Northern Ireland Curriculum whilst fostering an enjoyment of mathematics and numeracy which will last a lifetime. Maths is an essential life skill which permeates all aspects of our lives, including everything we calculate and almost every problem we have to solve in our everyday lives. It is our aim that this be reflected in Malvern Primary School, where using maths knowledge, skills and understanding is a cross-curricular skill.

## Aims

- to promote each child's self-esteem and confidence through praise and encouragement thus developing a positive attitude towards mathematics.
- to introduce and develop mathematical concepts to the children through a variety of enjoyable and interesting practical activities and situations.
- to provide opportunities for each child to work at his/her own ability level so that each child realises their full mathematical potential with regard to the revised Northern Ireland Curriculum.
- to increase and develop the child's mathematical language and to provide opportunities for children to talk about their Mathematics.
- to provide opportunities for mental maths activities.

## Role of Co-ordinator

- Monitor and evaluate progression and continuity of mathematics throughout the school by:
  - liaising with other members of staff
  - referring to teachers 6 weekly planning notes
  - sampling children's work

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- Update staff on useful new resources and inform them about relevant courses
  - Provide support for staff.
  - Develop and update Policy, Progression, Action Plan and monitoring document and practice in consultation with principal and staff.

## **Progression and Continuity**

Class teachers produce half termly planning notes covering periods of two months each. Continuity and progression is ensured by regular meetings of key stage teachers and by close reference to Lines of Development and relevant Numeracy Strategy documentation and the Using Mathematics Assessment File.

A framework has been drawn up and is being used by year group teachers. This will be evaluated each year by teachers. At the end of the summer term teachers will pass on relevant assessment to the coordinator and next class teacher.

## **Adaptive Teaching / Differentiation**

- Differentiation is necessary for children to progress at their own pace therefore tasks should be planned to match ability levels.
- There will be differentiation between year groups as well as within each class to show progression.
- Teacher support will be given for Special needs pupils.
- Extension activities will be provided to challenge able pupils.

## Special Educational Needs

- In Malvern Primary school teachers are aware of the code of practice and need for differentiation. Children with SEN are taught within the daily Numeracy lessons and all teachers strive to use a range of teaching strategies to meet everyone's needs.
- Once teachers have identified children with difficulties within Numeracy, they will apply reasonable adjustments within their teaching to support these children. If necessary, teachers will then work alongside the SENCO and discuss with parents to establish targets for individual children in their IEPs. Teachers will also make use of Classroom assistants where possible to provide support to these children.
- SPIM teachers in the school will follow the Q skills in Using Mathematics to plan and deliver Numeracy within their classes which will be differentiated to each child's ability.

## Teaching Methods and Classroom Organisation

Lessons generally start with a short mental maths activity time followed by a main activity. Children will be encouraged to find their own ways of recording their work and given opportunities to discuss their work. Links to other curriculum areas are explicitly made where appropriate.

Planning and organisation will include opportunities for pupils to work individually, in pairs, groups or as a whole class. The composition of groups will be monitored and reviewed by the teacher, to ensure full participation by each child to the best of their ability.

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Effective use will be made of the Maths Resources and different teaching approaches used, where appropriate. Pupils will also take part in:

- Practical activities
- Mathematical discussion
- Investigational work
- Problem-solving
- Consolidation of basic skills and routines.
- Opportunities to explain reasoning

The Primary One teacher has been implementing Numeracy according to the recommendations in the N.I. Curriculum. Practical work will precede any form of written recording. Children will be encouraged to find their own ways of recording their work and will be given opportunities to discuss their work. The development of language will be a major focus for all staff, promoting consistent and accurate use of mathematical language.

## Health and Safety

It is important that issues of Health and Safety are always considered when approaching practical activities in mathematics.

## Play Based Learning

Play Based Learning provides many excellent opportunities to develop practical maths skills throughout the early years of education. Use of shops, building, water and sand play give the teacher ideal opportunities to develop language through discussion. Children can also develop process, investigating and problem solving skills through activities such as these.

## Assessment and Evaluation

Assessment in mathematics is an ongoing process achieved mostly by teacher observation based on all classroom activities and supplemented by other sources:

- Teaching observation and professional judgement
- Baseline assessment
- GLA maths tests
- End of topic tests
- Assessment tasks at end of key stage
- Marking of children's work

## Homework

All children from Primary 2 upwards receive Numeracy homework at least twice a week. This could be a written task for reinforcement, an investigative task such as finding weights in the cupboard or a learning task. Table facts/mental maths will be given every day.

## Parental Involvement

Parents are encouraged to be actively involved and interested in their child's education, both at home and at school. Parents are involved through:

- Introductory 'meet the teacher' at beginning of school year
- Formal meetings on curriculum matters
- Parent and carer interviews
- Supporting their child when completing homework
- Questionnaires
- Annual reports



## Reporting to Parents

Formal parent interviews are held in the Autumn and a further interview in the Spring term.

In line with school policy, parents are encouraged to make further arrangements to see class teachers if they become concerned about any aspect of their child's schooling. A written report, sent out in June of each year, contains a summary of progress and assessed effort in maths throughout the year. In addition, statutory end of key stage assessed outcomes are reported to parents in years 4 and 7.