

**Parkinson Lane Community Primary School**  
Curriculum Policies  
**Numeracy Policy including Calculations**

**Rationale**

Numeracy teaching at Parkinson Lane reflects the philosophy of the Primary National Strategy and is based on the renewed 'Primary Framework for Mathematics'. All staff aim to work within the parameters of the framework. All children are encouraged to enjoy Mathematics and to develop their skills, qualities and knowledge through practical experiences, which have relevance and purpose in everyday situations.

**Purposes**

1. To fulfil the legal requirements of the Mathematics National Curriculum.
2. To make all children confident and competent with the 7 strands of learning in Numeracy; Using and Applying Mathematics, Counting and understanding number, Knowing and using number facts, Calculating, Understanding Shape, Measuring and Handling Data.
3. To create an atmosphere in which children enjoy and achieve in Numeracy.
4. To create an atmosphere in which all children are encouraged to and are confident in explaining strategies, talking about Numeracy and sharing ideas.
5. To enable all children to reach their full potential.
6. To support all staff in their training needs relating to Numeracy.

**Broad Guidelines**

1. Teachers are responsible for the planning, delivery and assessment of Numeracy to their pupils, structuring work to ensure progression and differentiating work according to the ability of individual children.
2. The Numeracy managers will carry out lesson observations, work scrutinies and pupil interviews in order to monitor pupils' progress. In addition they will support staff in order that they may increase their own skills and therefore the quality of teaching the pupils receive.
3. Staff deliver a daily Mathematics lesson of between 45 minutes and an hour in KS1 and 1 hour per day in KS2. In the Foundation Stage, all children have daily access to Numeracy in line with the Early Years Foundation Stage Curriculum Guidance.
4. The SMT in line with Governors will be responsible for ensuring the necessary resources are allocated to Numeracy.
5. Children will be given opportunities, where appropriate, to develop and apply their ICT capabilities and other cross-curricular skills in their study of Numeracy.
6. Staff actively encourage equal access to Numeracy for all pupils.

**Conclusion**

Numeracy is an essential life skill. Parkinson Lane is committed to ensuring children experience excellence and enjoyment and achieve maximum success in this area of the curriculum.

## Numeracy - Calculation Policy

### Rationale

Numeracy teaching at Parkinson Lane reflects the philosophy of the Primary National Strategy and is based on the renewed 'Primary Framework for Mathematics'. This policy is to run alongside the Numeracy Policy, and reflects the strategies that are to be used for teaching Addition, Subtraction, Multiplication and Division. It takes into account the different stages of learning and is supplemented by the Guidance Document.

### Purposes

7. To fulfil the legal requirements of the Mathematics National Curriculum.
8. To make all children confident and competent with a strategy for calculating for each of the four rules of number by the end of Year 6
9. To provide a common format that encourages consistency in the teaching and learning of calculation strategies.
10. To allow a build up of skills with natural progression from Foundation Stage to Year 6.
11. To enable all children to reach their full potential.

### Broad Guidelines

7. Teachers are responsible for the planning, delivery and assessment of Numeracy to their pupils, structuring work to ensure progression and differentiating work according to the ability of individual children.
8. The Numeracy managers will carry out lesson observations, work scrutinies and pupil interviews in order to monitor pupils' progress. In addition they will support staff in order that they may increase their own skills and therefore the quality of teaching the pupils receive.
9. The Guidance Document exemplifies a recommended progression through the four operations, beginning in Foundation Stage and carrying on to Year 6, and includes a section on Mental Strategies.
10. Up to Year 3, the emphasis should be on children working mentally. Once written methods are introduced, mental skills must be kept sharp by continuing to develop and apply them with appropriate examples.
11. Children should work through the school's agreed progression in order that they know and understand a compact standard method for each numerical operation by the end of Year 6
12. Staff actively encourage equal access to Numeracy for all pupils.

### Conclusion

Calculation in Numeracy is an essential life skill. Parkinson Lane is committed to ensuring children experience excellence and enjoyment and achieve maximum success in this area of the curriculum.

Date to Curriculum committee	Date to Full Governors	Signed by Chair of Governors 6/7/15
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