



Numeracy Policy

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Commencing Date:	10.02.25
Approval Signature:	
Review Date:	10.02.28

1. Background

Children should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

United Nations Rights of the Child Article 23

“Numeracy is much more than being able to calculate with fluency and accuracy. It involves the transferable skills needed to think critically, to communicate effectively and to make a full contribution to society in this increasingly data-rich world.” ETI & DES (2015)

Staff in Ardnashee School and College encourage, recognise, and celebrate success in numeracy, and we embrace the fact that success can take many forms in a vibrant, and diverse learning environment. As a school we encourage and support every child to following a unique path towards their personal successes.

Through our monitoring and evaluation of attainment in numeracy, we aim to celebrate learners progress, but we will also develop maths for life skills including:

Functional Application: Learners who can apply numeracy skills to real life contexts such as play based learning, our daily routines or using real money in the shop.

Confidence: Learners who are confident working with numbers and show less anxiety when faced with numeracy problems. They engage in and enjoy fun and creative numeracy activities.

Collaborative problem solving: Learners who can work with other people to solve number-based problems whether through group play time or when planning a journey using public transport.

Transition into adult life: Learners who feel confident to meet the challenges of adult life by developing their skills in financial management, time management and home management at a level that is appropriate to them.

2. Aim and Objectives

We are committed to:

- Improving the standard of numeracy taught across the school and for all students.
- Ensuring that the numeracy curriculum offered is relevant and appropriate to the stage of development of all learners
- Providing opportunities for students across all three learning pathways to improve their numeracy skills/experiences through a differentiated and inclusive curriculum
- Planning for a creative approach to teaching numeracy across all key stages within ASC
- Developing students' confidence and independence in using mathematics in everyday life
- Providing numeracy lessons that will promote independence and improve children and young people's life skill

Objectives

To achieve success in planning and teaching of numeracy in Ardnashee School and College staff will:

- Deliver the "Maths for Life" scheme to plan for progression in mathematics and numeracy
- Develop "Numicon" as a teaching toolkit to support visual and hands-on learning techniques when offering the requirements of mathematics
- Assess progression in mathematics and numeracy using the most relevant framework for the age and stage of the learner (see ASC assessment policy)

3. Structure and Strategy

The CCEA Northern Ireland curriculum outlines mathematics progression as follows:

- [What does numeracy look like within the Northern Ireland Curriculum.docx](#)
- [Progression Framework - Mathematics and Numeracy.pdf](#)

Why a Maths for Life approach?

The Maths For Life programme provides a differentiated approach to the maths curriculum that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life.

Founder & Author - Karen McGuigan, Education Consultant

Maths for Life was introduced to the school because of an inquiry led research project in 2022 led by the coordinator for maths and numeracy as part of our school improvement action plan focusing on sourcing a stage appropriate scheme in response to the change in profile of learners attending Ardanshee School and College.

Training was provided to all staff (August 2022) and then through a refresher session (September 2024). All staff are supported to plan from this scheme of work until the learner progresses to their next pathway at Key Stage 4 where they will be offered CCEA entry level maths and then OCN essential skills level 1,2 or 3 if appropriate.

[Maths for life PP \(1\).pdf](#)

Teachers plan from the Maths for Life scheme to offer a stage specific curriculum to the learners within the form classes based on the outcomes of the baseline testing completed annually. This ensures students experience mathematics and numeracy at the appropriate stage of development. Where a student is working significantly below the foundation stage of the NI curriculum level staff are encouraged to consider a play based and multi-sensory approach to mathematics and numeracy to develop children's curiosity about maths as a stepping stone into the MFL pathway. Teacher planning may be designed from the following sources:

- DE Development Matters
https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf (page 85)

- CCEA Pre-school curriculum guidance

<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Curricular%20Guidance%20for%20Pre-School%20Education.pdf>
(page 27)

- CCEA Pre-requisite skills and Quest for Learning

Overview of the MFL scheme

The complete Maths For Life programme consists of six levels in total - the Foundations up to Level 5 - and they deliver a complete curriculum to attain the essential maths skills needed for life. The programme prioritises the 'readiness to progress' on attainment rather than time passing. When a learner is working at level 5 they will work towards ELQ Maths in KS4 and if they progress from this level they may access the OCN level 1 and 2.

Maths for Life Stage	Content
Foundations	Developing Pre-Number Skills and Concepts Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data Foundations - Subject Content.docx
Level 1	Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data LEVEL 1 Subject Content.docx
Level 2	Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data LEVEL 2 Subject Content.docx
Level 3	Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data LEVEL 3 - Subject Content.docx
Level 4	Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data LEVEL 4 - Subject Content.docx
Level 5	Using Numbers and the Number System-Whole Numbers Using Common Measure-Shape and Space Handling Information and Data LEVEL 5-Subject Content.docx
WTELQ Mathematics CCEA EL Mathematics WT, L1, L2 & L3	Unit 1: Working with Whole Number Unit 1 Working with Whole Number.docx Unit 2: Working with Time and Measure Unit 2 Working with Time and Measure.docx Unit 3: Using Money Unit 3 Using Money.docx Unit 4: Working with Shape Unit 4 Working with Shape.docx Unit 5: Working with Position and Space Unit 5 Working with Position and Space.docx Unit 6: Data Handling

	Unit 6 Data Handling.docx
OCN L1,L2 & L3	Number Measure Shape and Space Handling Data OCN NI Essential Skills Adult Numeracy Content.pdf
CCEA Life Skills L1,2 & 3	Unit 2: Using Shopping Facilities Unit 4: Managing My Money Unit 5: Travelling in My Community Unit 17: Working with Whole Numbers Unit 18: Working with Time and Measures Unit 19: Using Money

Teachers use innovative and creative teaching and learning methods. By integrating the "Maths for Life" scheme and "Numicon" toolkit we have designed a creative and inclusive numeracy curriculum that supports all students in developing essential mathematical skills for life.

Numicon Toolkit Overview

Numicon provides a multi-sensory approach using shapes and patterns to teach mathematical concepts.

With numicon resources we:

- Integrate Numicon activities into daily lessons to reinforce concepts visually and kinaesthetically.
- Support students to understand abstract concepts through concrete, hands-on experiences.

All staff have accessed the [Numicon Training PP](#) (October 2024) led by EANI and resources provided by Ardnashee School and College (LR).

Progression Pathways in Mathematics & Numeracy

	End of YR 4	End of YR 7	End of YR 10	KS4	Post 16
Achieve	Levels of Progression			EL Maths	OCN Essential Skills Numeracy
Succeed	CCEA Pre-requisite Skills (Q Skills)			WTEL Maths	CCEA Life skills Units
Conquer	CCEA Quest for learning Mapping				

Formative assessment is recorded continually through class books, portfolios of work and photographs. Summative assessment is recorded in end of topic tests at an appropriate level in the most appropriate format to the learners pathway.

Stage	Assessment
Nursery	ASC Skills Framework

	Progression Observations
Foundation Stage	ASC Skills Framework Progression Observations Quest/Q-Skills Observations (P2)
KS1, KS2 & KS3	ASC Skills Framework (if applicable) Quest/Q-Skills/Levels of Progression Observations
KS4	EL Mathematics Unit Tracker WTEL1 Mathematics Unit Tracker Quest Observations
POST16	OCN Essential Skills Numeracy Unit Tracker CCEA Life Skills Unit Tracker Quest Observations

4. Monitoring and Evaluation

The leader for mathematics and numeracy is responsible for the overall system of monitoring and evaluating planning, teaching and assessment throughout the school with support from the Key Stage Leaders in KS4 and Post 16 for the accreditation pathways. Evidence used to inform such evaluations will include:

- Teacher planning for maths for life
- Student AFL File (especially Baseline Assessments in Section 2)
- Photographs/Videos of attainment
- Students work (class/homework books – where appropriate)
- Discussions/meetings with teachers, students and their parents - 'Learning Walk'
- Class Teacher Planning File

Staff will receive feedback on this area of the curriculum during lesson observations (PRSD) and planner evaluations. Observations of lessons will focus on one area of the Mathematics and Numeracy area of learning depending on the SDP focus for improvement.

The policy will be monitored and evaluated in line with the three-year school development plan actions (every 3 years).

Ardnashee School and College Numeracy Policy

What the policy aims to achieve

- Improve the standard of numeracy across the school.
- Ensure that the numeracy curriculum is relevant and appropriate.
- Provide an opportunity for all learners to improve their numeracy skills through differentiated and inclusive lessons.
- Planning for a creative approach to teaching numeracy.
- Developing confidence in using numeracy in everyday life.

How we will achieve it

- Implement the “Maths for Life” scheme for ASC and use it to plan for progression.
- Develop “Numicon” as a toolkit to support visual and hands off learning.
- Plan and deliver innovative and creative numeracy lessons.
- Assess progression in mathematics and numeracy using the most relevant framework for the learner.

How we know that we have achieved it

- Through monitoring of learners progress using Quest, Q-Skills and Levels of Progression.
- Through effective evaluation of planning and teaching coordinated by the curriculum manager.
- By developing learners who are confident and happy working with numbers in a variety of settings.
- By producing learners who can use numeracy to navigate real word challenges.