



Numeracy Policy

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Numeracy Curriculum Rationale

At Light Years, we believe that Numeracy teaches how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Pupils learn to think creatively and make links between Numerical concepts through exploring patterns in the number system, shape, measures, and statistics. Numeracy is integral to all aspects of life, and we endeavour to ensure that our children develop a healthy, enthusiastic attitude towards Numeracy that will remain with them for life.

Light Years School believes that pupils should:

- Be equipped with the skills to calculate securely in the four operations.
- Have access to a wide and varied range of concrete resources to develop these skills.
- Be taught and have a comprehensive understanding of the number system.
- Have opportunities to problem solve and think in abstract ways.
- Apply their Numerical knowledge in practical, real-life situations.
- Be given opportunities to learn key skills, practice, consolidate and apply them.

The Numeracy policy is designed to be inclusive and consider pupil's needs as outlined in their EHCP. The policy provides opportunities to develop teamwork and social skills, language, vocabulary enrichment and communication skills. Opportunities to use the whole school environment and other localities for Numeracy will be planned to enhance and consolidate pupil's experiences bringing Numeracy into their real/everyday life.

NUMERACY Curriculum Intentions and Implementations

Numeracy Intent

Our intent for Numeracy is to teach a rich, balanced, and progressive curriculum using Numeracy to reason, problem solve and develop fluent conceptual understanding in each area. Our curriculum allows children to make sense of the world around them by making connections between Numeracy and everyday life. Our policies, resources and schemes will support our vision and clearly outline where Numeracy can be incorporated across wider curriculum areas.

The structure of the Numeracy curriculum across school shows clear progression in line with age related expectations. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of a particular subject matter. Key knowledge and skills are also revisited regularly through frequent retrieval practice allowing repetition to embed learning. At first concrete, then pictorial and finally an abstract approach provides children with a clear structure in which they can develop their depth of understanding of Numerical concepts. We ensure that Numeracy is a high-profile subject which children view positively and enjoy.

Numeracy Implementation

Our curriculum is frequently reviewed to ensure that it is current and effective as the school grows and evolves.

Curriculum maps are based on the HIAS (Hampshire Numeracy Team) yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of Numeracy through extended periods of time. Due consideration is given to the likelihood of pupils joining Light Years outside of the beginning of an academic year plus the strong possibility that our pupils may have gaps in their Numerical knowledge. Alongside these plans, White Rose Numeracy is used to support and aid planning processes.

Teachers will implement the schools agreed calculation policies for progression in written and mental calculations. Pre and post unit assessments are used where appropriate along with regular assessments which help teachers to gather an understanding of their pupil's existing and developing knowledge and skills. Correct Numerical vocabulary is used by all teachers, and this is discussed with and explained to children who are then encouraged to use it independently when talking about Numeracy.

Vocabulary is displayed clearly during lessons and is referred to during the lesson. Fluency is developed through repeating, reinforcing and revising key skills; regular arithmetic takes place in all classes. Children are given time to practice and perfect their calculation strategies

including giving pupils the opportunity to make appropriate decisions when estimating, calculating, and evaluating the effectiveness of their chosen methods. Feedback is given in a variety of ways to ensure pupils are well informed and making visible progress. Discussion is essential to learning and children are encouraged to discuss their thoughts, ideas and methods with a partner, group, or the teacher. Task types are varied to suit different pupils and their learning preferences; developing reasoning remains one of our key focuses. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently when solving problems which require them to persevere and develop resilience.

All staff are encouraged to raise questions, seek support, and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school. Resources and equipment are audited regularly so that children have materials of high quality and accuracy to support their learning. Our resources allow us to use models and images to support learning in each area and enable the progression from concrete to pictorial to abstract. Children are familiar with these resources and are encouraged to access them independently where needed.

Numeracy Impact

At Light Years School we aim for our pupils to:

- Become fluent, competent, and efficient Mathematicians.
- Have the ability to recall facts and procedures, including the recollection of times tables.
- Recognise relationships and make connections in Numeracy.
- Have the ability to clearly explain their reasoning and justify their thought processes.
- Be able to move between different contexts and representations of Numeracy.
- Hold high aspirations for themselves, which will see them through to further study, work, and a successful adult life.

Numeracy Leadership – Roles and Responsibilities

The appointed subject leader is responsible for its intent, implementation, and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Provide a strategic lead and direction for Numeracy.
- Support and advise colleagues on issues related to the teaching and learning of Numeracy.
- Monitor pupils' progress in Numeracy ensuring that key skills are evidenced in outcomes.
- Provide efficient resource management for the subject.

Personal Development within the Numeracy Curriculum

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing beliefs of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognising how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum.

Through Numeracy, personal development will be implemented by:

Choice and availability of experiences

- The Pupils will have exposure to a wealth of beliefs, principles and content that promotes personal development as well as, family values, gender, power, and manipulation and incorporating mental health and current affairs.
- The Pupils can build and extend their knowledge, respect and tolerance and prepare for life in modern Britain, embracing the world as rounded, respectful members of society. A range of experiences using their Numerical skills allows pupils to experience these values in contexts they may not have experienced thus providing opportunity to advance their knowledge of these values and circumstances.

Current affairs

- This provides opportunity to experience the age-appropriate beliefs and social constructs of communities and cultures within the wider setting of Britain. British values are embedded through the content of the resources referenced.

Numeracy Safeguarding Statement

Safeguarding Statement

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

School leaders ensure that Numeracy materials do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view, they present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

Numeracy Curriculum Overview

Year 3 and 4 – Autumn Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	3.1 Number and Place Value Addition and Subtraction			3.2 Measurement with Addition and Subtraction		3.3 Multiplication and Division		3.4 Fractions			3.4 Geometry	3.5 Measurement including Time		
	4.1 Number and Place Value Addition and Subtraction			4.2 Measurement with Addition and Subtraction		4.3 Multiplication and Division		4.4 Fractions			4.4 Geometry	4.5 Measurement including Time		

Year 3 and 4 – Spring Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring Term	3.6 Fractions		3.6 Geometry	3.7 Number and Place Value Addition and Subtraction			3.8 Measurement: Time	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction with Statistics	
	4.6 Fractions		4.6 Geometry	4.7 Number and Place Value Addition and Subtraction			4.8 Measurement: Time	4.9 Multiplication and Division		4.9 Fractions	4.10 Number and Place Value Addition and Subtraction with Statistics	

Year 3 and 4 – Summer Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Summer Term	3.11 Multiplication and Division			3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement: Money and Time		3.16 Measurement: length
	4.11 Multiplication and Division			4.12 Geometry		4.13 Addition and Subtraction		4.14 Multiplication and Division		4.14 Fractions	4.15 Measurement: Money and Time		4.16 Measurement: length

Year 5 and 6 – Autumn Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	5.1 Number and Place Value Addition and Subtraction			5.2 Multiplication and Division			5.3 Fractions	5.4 Fractions	5.4 Time	5.4 Geometry		5.5 Number and Place Value and Measurement with the Four Operations.		
	6.1 Number and Place Value Addition and Subtraction			6.2 Multiplication and Division			6.3 Fractions	6.4 Percentage	6.4 Time	6.4 Geometry		6.5 Number and Place Value and Measurement with the Four Operations.		

Year 5 and 6 – Spring Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring Term	5.6 Fractions		5.6 Geometry	5.7 Addition and Subtractions (whole numbers and fractions)		5.8 Statistics	5.9 Measurement	5.9 Geometry	5.9 Fractions	5.10 Addition and Subtraction	5.11 Multiplication and Division	
	6.6 Fractions and Ratio		6.6 Geometry	6.7 Addition and Subtractions (whole numbers and fractions) with algebra		6.8 Statistics	6.9 Measurement	6.11 Geometry	6.11 Fractions	6.9 Algebra	6.10 Four Operations with Statistics	

Year 5 and 6 – Summer Term



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Summer Term	5.12 Multiplication and Division		5.14 Four Operations	5.13 Geometry	5.15 Addition and Subtraction with Statistics		5.16 Fractions and Geometry			5.17 Multiplication and Division		5.18 Measurement	
	6.12 Multiplication and Division			6.13 Statutory Tests	6.15 Four Operations and Algebra		6.14 Fractions 6.16 Fractions and Geometry Ratio and Proportion			6.17 Multiplication and Division		6.18 Measurement	