

St. Gerard's School & Support Services



Numeracy Policy

Our School is a **Rights Respecting School** and Articles 2, 12, 19 and 28 of **The United Nations Convention on the Rights of the Child (UNCRC)** underpins this policy:

Every child has the right to:

- Be **protected from discrimination** (Article 2).
- **Express their views, feelings and wishes**, in a supported and accessible way, in matters affecting them, and to have these taken seriously (Article 12).
- Be **protected from all forms of physical or mental violence, injury, abuse, maltreatment or exploitation** (Article 19).
- **Education**, with appropriate support to enable them to achieve their full potential (Article 28).

Numeracy Policy

In St Gerard's, we believe that Numeracy is the development and application of mathematics across the curriculum and real in life situations. For pupils, Numeracy should be an enjoyable, practical subject in which they learn new skills. These skills should help pupils make responsible choices and decisions throughout their lives. We want to enable learners to think mathematically in everyday situations, using mathematical language and in turn connecting learning to other areas of the curriculum.

Essentially, every teacher is a teacher of Numeracy.

This policy reflects the practice and statement of intent from St Gerard's staff, Senior Management team and Board of Governors. Teaching staff have all contributed to the completion of this policy.

Policy Aims

- To enable each pupil to develop mathematical understanding at his/her own level
- To promote enjoyment, enthusiasm and increase pupil confidence in all areas of Numeracy
- To promote mathematical language which pupils can use appropriately
- To ensure continuity, progression and personalised learning across Key Stages
- To connect Numeracy with all areas of the Northern Ireland Curriculum and apply to real life situations
- To use ICT as a tool to enhance learning in all areas of Numeracy
- To involve parents in their children's learning
- To raise the standard of Numeracy throughout the school
- To ensure that pupils in Key Stage 4 and 5 have opportunities to complete accredited examinations (where appropriate).

Content

There are 5 areas in Numeracy:

- 1. Processes in Mathematics**
- 2. Number**
- 3. Measure**
- 4. Shape & Space**
- 5. Handling Data**

Pupils will also learn through multi sensory topic based work. They will have opportunities to develop Numeracy through connected learning and Financial Capability. Financial Capability links with Literacy, Learning for Life and work and Environment/Society studies.

Planning

The following documents are used to support planning:

- 'Q Skills'
- 'Levels of Progression' (NI Curriculum Levels 1,2 3)
- The Golden Book (NI curriculum)
- Personal Education Plans (PLPs)
- Maths For Life
- Mathseed
- Accreditation Schemes of Work

Long term planning uses the document below and integrates the Northern Ireland Curriculum statutory requirements.

	Term 1 (1/9/25 – 24/10/25)								Term 2 (3/11/25 – 19/12/25)						
Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
Autumn	Baseline assessments and Place Value		Number (Topic 1)												
			Measure, Shape & Space (Topic 2)						Handling data and information (Topic 3)						
	Term 3 (5/1/26 – 6/2/26)								Term 4 (16/2/26 – 1/4/26)						
Week	1	2	3	4	5				1	2	3	4	5	6	
Spring	Number (Topic 1)														
	Measure, Shape & Space (Topic 2)								Handling data and information (Topic 3)						
	Term 5 (13/4/26 – 15/5/26)								Term 6 (18/5/26 – 26/6/26)						
Week	1	2	3	4	5				1	2	3	4	5	6	
Summer	Number (Topic 1)														
	Measure, Shape & Space (Topic 2)								Handling data and information (Topic 3)						

Medium/Short term planning is carried out based on each learner's pathway (*Equals, Subject Specific or Accreditation*). Planning will reflect lessons which can be developed through play, multi-sensory, topic work, problem solving and investigations which are appropriate to pupil need and age.

Planning involves completion of weekly/monthly planning sheets. These planners are evaluated at the end of each week/month and that data is used by teachers to inform their daily lessons.

Teaching Methods and Approaches

Our maths curriculum covers the full breadth of the national curriculum, with a strong emphasis on developing pupils' number sense, reasoning, and problem-solving abilities - all framed within practical understanding.

Crucially, we will ensure that pupils have a solid grasp of foundational mathematical knowledge and skills before progressing to more complex ideas, with increasing levels of independence. This will build their confidence and lay the groundwork for future success.

Throughout the school we have adopted the Maths for Life Program, a program:

- **Designed** for schools and colleges; parents and home educators; charities and support groups; and other educational professionals who support students with additional learning needs.
- **Aimed** at students for whom the standard maths national curriculum structure and timescale is unattainable.
- **Offering** a continually evolving, differentiated maths learning programme, that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life.
- **Aligned** with the national curriculum content however prioritises the 'readiness to progress' on attainment of skill rather than time passing.

Teaching Methods for Numeracy

(Northern Ireland Curriculum guidance, p.5)

- Playing
- Exploring/investigating
- Doing and observing
- Talking and listening
- Asking questions
- Reflecting
- Drafting
- Reading and recording.

Promoting/supporting Numeracy

- Numeracy work displayed inside/outside classrooms as a learning aid and to celebrate pupil success.
- Homework (if appropriate) given to support teaching done in class.
- Classroom assistant support provided in class.
- Dissemination of good practice between colleagues
- Numeracy support provided from Head of Curriculum.
- Evidence For Learning used to showcase pupil progression and development.
- Pupil success highlighted during school assemblies, Prize Days & social media with the presentation of certificates (Mathseed)
- Outings/trips with Numeracy focus (e.g. bowling alley, bank).

Use of ICT

Listed are important links between ICT and Numeracy:

- C2K network and programmes
- Mathseed – Interactive lessons & games.
- Maths For Life.
- Internet games and activities
- Ipads and Numeracy apps
- Numeracy TV programmes/ CDs (songs, rhymes)
- Film making
- Use of camera to photograph activities.

Numeracy Across the Curriculum

ICT

- Data.
- Spread sheets
- Creating charts.

Art/Technology

- Exploring shapes, patterns, and symmetry.
- Measuring materials (e.g., cutting paper to size).
- Using ratios in mixing colours.

Music/Drama

- Counting beats and rhythms.
- Recognizing patterns in music.
- Using fractions in note values.

Numeracy across the Curriculum

PE

- Counting steps, jumps, or laps.
- Timing races and comparing results.
- Using scores and statistics in games.

World Around Us/ RE

- Reading maps and using coordinates.
- Understanding distances and scales.
- Comparing populations or temperatures.
- Measuring liquids and solids.
- Recording data from experiments (e.g., plant growth).
- Using charts and graphs to show results.

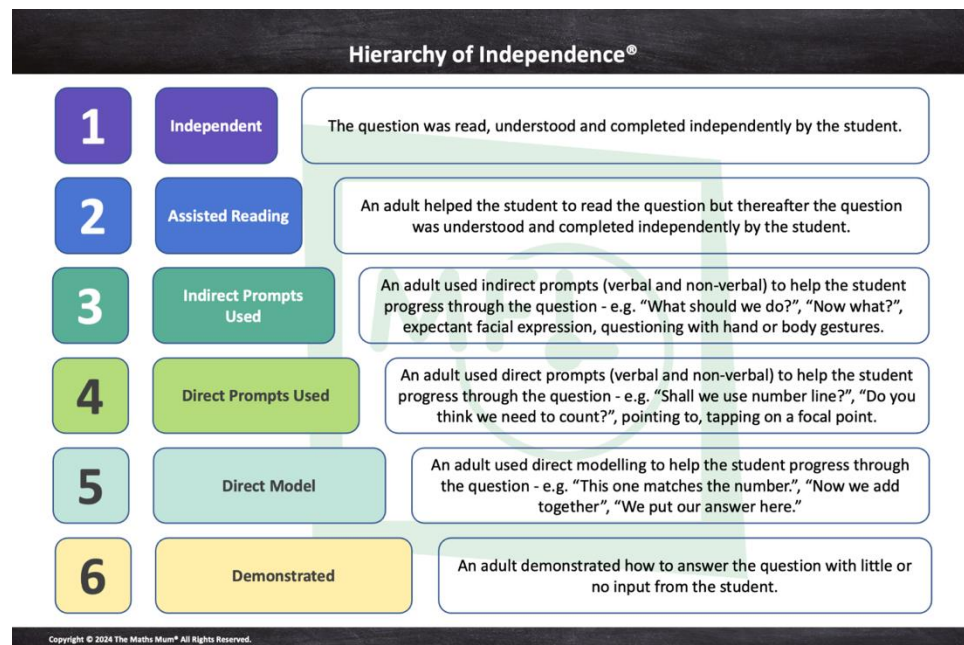
Home Economics

- Measuring ingredients.
- Setting timers and reading clocks.
- Dividing food into portions (fractions, division).

Literacy

- Counting syllables in words.
- Sequencing events in a story.
- Using number-based vocabulary

St. Gerard's has a bespoke assessment tool which has a key focus on the independence hierarchy, recognising that our whole school vision is for our students to become confident and independent mathematicians. Therefore, our assessment data lists not only the skills achieved but also the level at which the student can complete the specific skill.



Maths for Life assessments are used to baseline each student to identify their starting point and gaps that need to be addressed. Throughout the year staff work together to continuously monitor and assess each student's progress through moderation and pupil progress meetings. At key points throughout the year we collate assessment data using our bespoke hierarchy of independence and skills tool as well as reviewing monthly learning intentions & PLP targets.

Key Stage 4 & 5

OCR Level 1-3, CCEA Maths for Life & CCEA Life & Living Skills

Monitoring and Evaluating

- Classroom observations.
- Department meetings.
- Test results recorded on 'SIMS' & Evidence For Learning.
- Evidence of pupil engagement & progression save on EFL (Equals Pathway).
- Pupil workbooks marked & feedback provided.
- Mathseed Reports & Data.
- Maths For Life Assessment.
- Planning reviewed by Head of Department & Head of Curriculum to ensure continuity and progression.

PLPs are written in October and based on individual test scores. These are reviewed and evaluated in January. This review forms the basis of a new IEP created in February, this is evaluated in June.

Annual reviews provide feedback to Parents/Guardians, Principal and outside agencies.

Staff Development

- Training and courses update staff on statutory requirements and new initiatives within the Northern Ireland Curriculum.
- Courses for teachers/assistants to support teaching and learning.
- Shared practice (TPL)/ knowledge/materials between staff
- Links with Education Authority (EA) support officers
- Collaborations with other Special schools.

Resources

All teachers have access to the online resources for the Maths for Life Programme as well as assessment materials. These resources are consistent in their presentation and clarity and embed all maths within real life word problems, preparing our students from the start for the kinds of tasks they will face.

Mathseeds is another programme that teachers have access to. Mathseed is an online math program, it aims to build students' confidence and enthusiasm for math through engaging, interactive lessons and activities. The program focuses on math concepts and problem-solving skills, using colorful animations, interactive activities, and rewards to keep students motivated.

Every classroom is equipped with the essential resources for maths teaching including Numicon, number lines, multiplication squares, clocks etc. A wider range of maths resources including scales, weights, 2D and 3D shape, money and maths games are available.

Alongside the online Maths for Life resources, students have individual logins for 'Mathseed' and regularly access other resources from sites such as Topmarks and Twinkle.

Published Resources – (Located in Maggie's Workroom & on Shared Documents)

- Mathseed
- Maths For Life
- Eunice Pitt 'Ready, Set, Go' materials
- Ginn, Abacus, Collins
- Numicon
- New Heinemann Maths
- Mathsphere/Maths Mastery
- Rapid Maths.

Homework

Homework allows parents to be involved in their child's learning and reinforce work done in school. Homework should be tailored to suit pupil need and ability.

Pupils will complete at least one **15 minute** maths homework per week. (Based on pupils ability & emotional regulation)

Homework can take the form of written or practical tasks.

Impact

The maths curriculum at St. Gerard's plays a vital role in preparing our pupils for their next steps, whether that be further education, vocational training, or employment. By developing their mathematical reasoning, problem-solving, and functional skills, we are equipping our pupils with the tools they need to thrive in the modern world.

Moreover, the maths curriculum aligns closely with our school's values of resilience, responsibility, reflection, and confidence. Through engaging, differentiated lessons and a focus on practical applications, we aim to foster a positive attitude towards mathematics and help our pupils see themselves as capable, confident, and independent mathematicians.