



Ladbroke Vision For Numeracy

To raise standards in Numeracy through developing:

Teachers who:

- Are enthusiastic about Numeracy
- Have high expectations
- Have a sound subject knowledge and use age appropriate language
- Embed Numeracy across the curriculum
- Confidently use the agreed strategies for teaching Numeracy
- Use practical, real life situations that relate to children's experiences
- Are flexible and have confidence to adapt work to suit the children's needs prior, during and after lessons
- Share ideas and resources

Children who:

- Enjoy Numeracy
- Become fluent in the fundamentals of mathematics
- Can reason mathematically
- Can solve problems by applying their mathematic skills
- Use knowledge and apply it to different situations
- Are actively engaged in learning
- Can articulate how they have solved problems either verbally or in their books, using age appropriate language
- Can identify key information in written or spoken problems
- Confidently use mental strategies
- Make progress and can assess their own progress

Planning which:

- Has a clear learning intention and success criteria
- Shows teaching input and key questions
- Includes differentiated activities which extend the more able children, support the less able and children with English as an additional language
- Develops speaking and listening and practical applications
- Includes ICT links and equipment (including photographs) which support learning
- Takes into account prior learning
- Includes guided maths work

Lessons which:

- Are fun, well paced and exciting
- Have a clear structure (mental starter, teaching input, task and plenary)
- Build on prior learning
- Engage all the children fully
- Include opportunities for Assessment for Learning throughout
- Use a range of resources, including ICT, to support learning

Books which:

- Show quality not quantity
- Show progression in knowledge and understanding
- Are neatly presented and set out in line with the school policy
- Are marked regularly, relating back to the LO and with ideas of ways to move forward
- Include self assessment
- Demonstrate evidence of self assessment

An Environment which:

- Has resources readily available in class and in central areas
- Has working walls designed to support children's learning
- Supports the development of maths, e.g. 100 squares and appropriate number lines in each class
- Displays key vocabulary
- Promotes the development of maths

