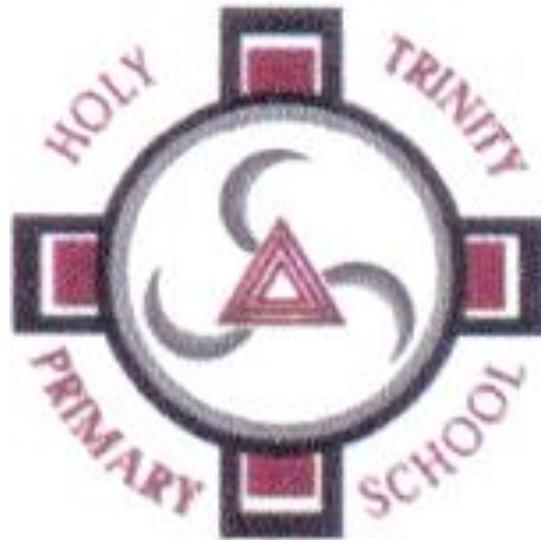


# Holy Trinity Primary School



# Mathematics and Numeracy Policy

## **Context**

‘To ensure that every learner fulfils his or her potential at each stage of his or her development.’

***Source: Department of Education 2010***

‘The N Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’

***Source: Department for Education 2008***

‘The school believes in the holistic development of the child to his/her full potential. It will provide a broad, balanced and differentiated curriculum. Holy Trinity is committed to having high expectations for academic achievement, good conduct, sports and the creative arts’.

***Source: Holy Trinity Primary School Mission Statement***

## Definition of Numeracy

Numeracy is:

‘The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

- a. an understanding of key mathematical concepts and their inter-connectedness;
- b. appropriate reasoning and problem-solving;
- c. the proficient and appropriate use of methods and procedures (formal and informal, mental and written);
- d. active participation in the exploration of mathematical ideas and models’.

*Source: Count, Read: Succeed – Paragraph 1.10*

Holy Trinity Primary School’s ‘Mathematics and Numeracy Policy’ identifies the four characteristics of effectiveness as:

- Child centred provision;
- High quality teaching and learning;
- Effective leadership;
- A school connected to its local community.

*Source: Every School a Good School (DE 2009)*

## **Mathematics and Numeracy Statement**

1. In Holy Trinity Primary School we acknowledge that the development of mathematical skills and concepts is the determination of staff to enable the pupils to fulfil their potential.
2. It is our intention to create a positive environment in the classroom in which the efforts and contributions of pupils will be encouraged, developing within our pupils a positive attitude towards Mathematics and Numeracy making the subject interesting, attractive and enjoyable.
3. Through positive activities and values we aim to develop independent, curious, flexible and independent learners who are open to new experiences.
4. We aim to develop an understanding of basic concepts through encouraging the pupils in logical thinking and recognition of mathematical relationships by involving the pupils in well-planned investigations and explorations.
5. Mathematical processes and concepts will be consolidated by presenting our pupils with practical experiences, which are presented in a planned curriculum.
6. We will encourage our pupils to develop and use a mathematical vocabulary and language, which reflects their experience and ability.
7. We believe that the teaching of Mathematics and Numeracy is important for 5 inter-related reasons:
  - a) Mathematics is necessary for life.
  - b) It facilitates concept and skill development in other areas of the NI Curriculum.
  - c) It is an interesting subject in its own right.
  - d) It is enjoyable in its own right.
  - e) To prepare our pupils to make informed and responsible choices and decisions throughout their lives.
8. Our aim is to maximise pupils' progression through careful, co-ordinated planning; stimulating, challenging work and exciting activities which will create a sense of enjoyment and personal achievement among the pupils.

## **Child Centred Provision**

### **Planning:**

#### **Long Term Planning:**

Mathematics and Numeracy Schemes of Work are in place for each year group and these are reviewed in the light of information gained from data collection to identify areas of strength/weakness in current provision. These schemes provide a line of continuity and progression as identified in 'The Northern Ireland Curriculum (Primary)'; the 'Revised Lines of Development' and the Levels of Progression in 'Using Mathematics' across the curriculum.

#### **Medium Term Planning:**

Teachers work together in year groups to write 'Half Term Plans' for Numeracy. These outline what teachers intend to teach and the learning activities they will be using to achieve their intentions. They are written in line with the Schemes of Work and are reviewed by the Numeracy Co-ordinators. Evaluation of the previous Half Term plan is built in which helps to inform future planning. Reference will also be made to differentiation, ensuring all pupils have the opportunity to be taught a challenging and appropriate curriculum.

#### **Short Term Planning:**

Teachers meet in year groups each Monday to plan for the week. They discuss the previous week's work, share resources and discuss ideas. In line with school plans the Year Leader will analyse pupils' books to ensure that standards are high and in line with school expectations. Homework is designed to give pupils further opportunities to revise and consolidate previously taught knowledge and skills in Numeracy.

### **Culture of Improvement:**

Holy Trinity Primary School is proud of the achievements of our pupils and celebrates this with our pupils, parents, teachers and the school community. We believe that a school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.

#### **Differentiation**

- In order to help pupils achieve their potential Holy Trinity is committed to providing a differentiated Maths Curriculum which challenges all pupils at an appropriate level;
- Homework activities are differentiated to help all pupils revise and consolidate their Maths learning.

## **Marking Policy**

- Marking is in line with the school's 'Marking Policy'. All children are given verbal and written feedback so that each pupil knows how to improve upon their work;
- The Year Leaders review pupils' books in line with whole school recommendations;
- Pupils' books are monitored by the Principal and Numeracy Co-ordinators twice a year.

## **Celebrating Achievement**

- Classroom displays celebrate the work of children and success in Numeracy;
- Classroom displays will model the importance of Numeracy for all pupils;
- Pupil of the Week awards for endeavour;
- Star of the Month awards presented at monthly assemblies;
- Awards for excellence in Maths at Prize-Giving;
- Written praise by Principal/Vice-Principal.

## **Early Intervention**

Holy Trinity will seek to provide early intervention for those pupils with 'Special Educational Needs'; those pupils who we have identified as 'under achieving' and those pupils who have been identified as having a negative attitude about themselves or school.

### **Special Needs:**

- Using teacher recommendation and/or analysis of standardised results the SENCO will place the child's name on the Special Needs register in accordance with the Code of Practice. Parents/Carers are informed;
- Teacher will draw up an Individual Education Plan using SMART targets; these are reviewed by the SENCO;
- Appropriate support is put in place;
- Parents attend a meeting with the teacher to discuss the targets and explain how we are going to support the child;
- Pupils also have an input into their IEP;
- Where appropriate SENCO will make a referral to the Educational Psychologist;
- For pupils with a full statement of educational needs there is an annual review.
- Support teachers for Numeracy sit in at year group planning meetings.
- Pupils with special educational needs in Maths have small group withdrawal support and in class support from a SEN teacher.
- There is close liaison between the SEN teacher and the class teacher.

### **Targeting Underachievement:**

- We compare our PIM scores for each pupil with their NNRIT (for P3 pupils) / CAT Quantitative (for pupils in P4-7). Where there is differential of 10 points or more we consider these pupils to be ‘under achieving’ and seek to put in place extra support. This support is tailored to the needs of the pupils and thus a rigorous analysis is made of their PIM performance to ascertain the particular area/s that the pupil may be experiencing difficulties with. This support is then reviewed at a set juncture to examine progress and whether support has made an impact and help should be moved on to another pupil.

### **Motivation and Attitudes:**

We recognise that pupils can experience difficulties in their personal lives which will affect their performance in school. We believe we can be of service in helping these pupils.

### **Counselling Service:**

- Our counselling service is well established in Holy Trinity and parents are encouraged to talk to their child’s teacher/ Vice-Principal/ Principal if they feel counselling could be of help. Counselling is supplied by Barnardo’s for 1 ½ days per week.

### **Mentoring Programme**

- Our P3-7 pupils take part in PASS (Pupils’ Attitudes to Self and School) testing in September. This helps teachers to get a fuller picture of a child. We aim to ascertain information regarding a pupil’s ‘self-perceived academic performance’, ‘engagement’ and ‘contextual factors’ (attitude to school/teachers/ attendance/feelings about school).
- We will analyse our list of under achieving pupils with their PASS scores and where appropriate introduce the mentoring programme for a 12 week period, which aims to raise their perceptions of themselves as learners and targets the area of the curriculum in which they are falling behind. Our overall aim is to promote a ‘can do’ attitude in our children.
- We will complete ‘before and after’ tests to determine if improvements have been made in curricular areas.

### **Involvement of Pupils in School Life**

Holy Trinity Primary School wants our pupils to be proud to attend the school and to feel an identity with the school long after they have left. We take pride in being told that previous pupils wish to send their children back to us and quote the positive experiences they had at Holy Trinity as being the main reason why. We are committed to involving our pupils in discussions and decisions on school life that directly affect them and to listen to their views. Pupils have input into:

- Pupil Council

- ECO Council
- Individual Education Plans
- Annual Report

### **Shared Learning Intentions**

‘Learning Intentions’ and ‘Success Criteria’ are shared with the pupils at the outset of lessons through the use of ‘WALT’ and ‘WILF’ so that pupils have the opportunity to understand what (and why) they are learning and how they can succeed in their work.

### **Extra-Curricular Activities**

Holy Trinity Primary School organises and runs around 26 after school clubs throughout the year and these are very well attended. Many of these clubs give our pupils opportunities to represent their school in events outside of the school. Our main intention is that our pupils and their families develop an affinity with the school and they see the importance of always striving for excellence. We also hope that through participation in many of our activities pupils will involve themselves in similar activities (sports; language; music etc) outside of school and develop positive friendships and attitudes which will help them to become life-long learners.

## **High Quality Teaching and Learning**

### **Numeracy Provision**

Holy Trinity Primary School is committed to providing a broad, balanced and relevant curriculum for all our pupils. Teachers, and all school-based staff, are committed and enthusiastic and wish to see our children achieve the highest standards and develop positive attitudes towards Mathematics and Numeracy. Pupils are provided with a range of opportunities to develop and extend their mathematical skills. We believe it is important to build on pupils’ previous experiences. This helps to build pupils’ confidence and ensures there are no gaps in pupil knowledge.

### **Approaches to Teaching and Learning**

- We have a designated team of teachers with specific responsibility for co-ordinating, developing, supporting, monitoring and evaluating the teaching and learning of Mathematics and Numeracy across the curriculum.

- A variety of classroom organisational strategies will be employed in the teaching of Mathematics and Numeracy: whole class teaching; individual work; group work and collaborative group work. Grouping of pupils is flexible. Pupils may be placed in ability groups or mixed ability groups according to the topic and the demands placed on the pupil. Pupils will be given, where possible, the opportunity to enhance communication and co-operation skills in group work situations.
- Each pupil will have a formal Mathematics lesson each day.
- Classrooms will have Mathematics displays which reflect work in class and everyday situations where Mathematics is necessary.
- In line with the Homework Policy pupils will be required to complete Maths homework in order to consolidate and extend work covered in class.
- Parental involvement in the development of mathematical concepts and skills is actively encouraged.
- Children's Mathematics work will be marked regularly and marking will include, where possible, positive, written and verbal comments relating to their work.

### **Teaching Strategies**

- We are aware that children learn in different ways and therefore our teaching strategies must take account of our visual, auditory and kinaesthetic learners.
- Mathematics and Numeracy tasks must be matched to the child's ability and be sufficiently challenging to encourage progression.
- Strategies for teaching Maths will include: exposition by the teacher; observation; discussion between teacher and pupil and between pupils themselves; effective questioning: including open-ended questions designed to encourage pupils' thinking skills; appropriate practical work; consolidation and practice of fundamental skills and routines; problem-solving, including the application of Mathematics and Numeracy to everyday situations; exploring and investigating and using mathematical language.
- Practical activities are well-structured to ensure clear stages of progression and further consolidated by thorough questioning and discussion. They should lead to pupils' ability to move on to more abstract work.
- Pupils should be exposed to everyday number experiences through games and practical activities in Holy Trinity and through play-based learning in Foundation and Key Stage 1 especially.

- Pupils should be exposed to various methods of calculation which should include mental, pencil and paper and using calculators.
- The practice of estimation will be developed at an early stage of Key Stage One to encourage pupils to be able to check their calculations in problem solving.
- Develop appropriate techniques of problem solving which include the ability to classify, think logically, make intellectual judgements, interpret, reflect and decode the written word. Pupils will be encouraged to articulate their views/methods/approaches and are encouraged to think of alternative ways to solve a problem.
- Provide for our pupils more challenging open-ended activities which employ a wide range of strategies as well as those that provide a clear-cut result.

## **Mental Maths**

Mental Maths will be promoted through daily development of the strategies. There is clear progression for the development of pupils' mental maths skills and knowledge. These strategies will include: Counting on/back; Re-ordering; Inverse operations; Partitioning; Rounding and Adjusting; Factors; Equivalence and Quick Recall.

## **Digital Technology and Information and Communication Technology**

- ICT is an integral part of our programme for Mathematics and Numeracy. In consultation with the ICT Co-ordinator we will purchase new computer software to consolidate pupils' learning.
- Children will be given opportunities to use ICT to support and enhance their Mathematics. They use ICT to investigate, analyse, present and interpret information, to discover patterns and relationships, and to solve problems. A range of ICT is used to support and enhance the Mathematics scheme, including databases and programmable devices.
- There is an ever increasing range of opportunities being afforded to pupils and teachers from new technology, in particular the internet and iPads. Teachers are actively encouraged to research and make themselves au fait with such changes and, where appropriate, share with colleagues. These will complement the teaching and learning experiences of pupils in Numeracy.
- Teachers will have opportunities for professional development to enhance their ICT skills.
- Cameras and digital photographs are used to record evidence of learning in Numeracy.

## **Mathematics and Numeracy across the Curriculum**

Mathematics and Numeracy is an integral part of the school curriculum and contributes significantly to the whole school curriculum.

Mathematics should be developed and applied across the curriculum:

- **Language and Literacy:** By reading and interpreting statistical data and by discussing Mathematical issues; planning work, explaining thinking, presenting outcomes and evaluating work.
- **The Arts** By seeing and hearing patterns and by observing and making shapes; by developing musical notation skills; through creating pictures and models.
- **The World Around Us** By interpreting statistical data and using it to solve problems using measurement, shape, space and estimation in the world around them.
- **Personal Development and Mutual Understanding** By using statistical data to inform personal and social decisions; by knowing what they can do in mathematics and persevere and work with confidence.
- **Physical Education** By using number, shape and space, measures and data to enhance the quality and variety of movements, to measure and record performance and to collect, analyse and interpret data, for example, pulse rates.

Through practical activities pupils develop their ability to co-operate and increase respect for their peers.

### **Self-Evaluation**

In order to promote effective Numeracy lessons it is vital that teachers continually evaluate and reflect upon their own classroom teaching on a daily basis, evaluating teaching strategies, styles and classroom management. Teachers evaluate the effectiveness of their teaching and learning strategies through a review of assessment available, conversations with pupils, feedback from other teachers etc to improve their own practice and to bring about improvement in teaching and learning. They also reflect on the effectiveness of their teaching in their half term notes and use this information to inform future plans.

### **Assessment**

Assessment is an integral part of teaching and learning the Numeracy curriculum. It is a continuous process and is first and foremost the responsibility of the class teacher as well as the responsibility of the Numeracy Co-ordinator and the Principal. Information gained from teacher observation and data will inform differentiated teaching plans to ensure all pupils are

challenged at their level. It also helps teachers ‘target set’ for their pupils, class and year group.

Information for Assessment is gathered in a variety of ways:

- Teacher observation
- The marking of class work
- Discussions between pupil and teacher
- September tests (written by teachers to create a baseline)
- January tests (in-house: P2-6)
- Northern Ireland Numeracy Assessment (NINA: P4-7)
- Progress in Maths 4 (used by P1 teachers to create a baseline)
- Progress in Maths (P1-7)
- CAT Quantitative tests (completed in P4 and P6)
- NNRIT (P3)
- CCEA End of Key Stage 1(P4) Assessment
- CCEA End of Key Stage 2 (P7) Assessment
- All year groups use CCEA materials and write their own materials to level pupils’ work
- Year Group/Teacher prepared diagnostic tests.

### **Effective Leadership**

- The School Development Plan is written every three years as a result of consultation with teachers, parents and pupils. Information taken from the Numeracy Audit and from a range of available data provides a vision for Numeracy to ensure clear, realistic and challenging targets are set for the short, medium and long term future. Action plans are written for the next three years.
- Governors understand their responsibilities and are kept up to date with statistical information and initiatives which support a programme of school improvement in regard to Numeracy.
- We ensure that teachers have a voice in the direction of Numeracy in the school; they are given opportunities to develop themselves professionally and to disseminate good practice. Classroom assistants are empowered and understand they have a significant role in realising the highest standards for our pupils. They have opportunities for professional development.
- New staff are inculcated into the ethos and practices of the Holy Trinity Primary School, are aware of the high expectations and share in the desire to see our pupils achieve their full potential.
- Numeracy is resourced appropriately and resources are deployed effectively to help teachers to provide a challenging Numeracy Curriculum for our pupils.
- The Numeracy Co-ordinators are available and approachable to provide support and advice.

## Use of Data

### Target Setting

- In the first term P4 and P7 teachers set realistic and challenging targets for their children using the Levels of Progression in 'Using Mathematics'. These are completed by analysing the cohort's previous available statistical information and are reviewed by the Senior Leadership Team.
- P2-7 teachers set targets for their pupils using Progress in Maths standardised scores.

### Statutory Assessment

- Northern Ireland Numeracy Assessment (Computer-Based Testing) is used for pupils in P4-7 in the first term and teachers report back to parents in December.
- P4 and 7 pupils complete three tasks in Numeracy (1 CEA task; 2 teacher-prepared tasks) using the Levels of Progression in 'Using Mathematics', which are levelled and internally moderated. Results are reported to the Department of Education and are benchmarked against schools with a similar Free Schools Meals (FSM) ratio.
- P1, 2, 3, 5 and 6 pupils complete two tasks in Numeracy (1 CEA task; 1 teacher-prepared task) using the Levels of Progression in 'Using Mathematics', which are levelled and internally moderated.

### Non-Statutory Assessment

- **NNRIT/CAT Quantitative:** Pupils in P3 complete NNRIT tests in September; CAT tests are completed by P4 and P6 pupils in January. We compare these results against each pupil's Progress in Maths test to ensure a pupil is matching his/her ability. Where we find a pupil who is under achieving we put in place a specific intervention programme to support learning and help the pupil achieve his/her potential.
- **September Test:** Pupils from P2-7 complete a 'baseline' test in Maths (written by the year group teachers) in September to help teachers ascertain key areas of the previous year's curriculum which needs to be revised.
- **PIM4:** Pupils complete the PIM4 test at Hallowe'en to create a baseline.
- **Diagnostic Testing:** Year group teachers write short targeted tests to ensure learning outcomes have been achieved and to make plans for supporting pupils who are in need of extra help.
- **January Test:** Pupils from P2-6 complete a test designed by the Maths Co-ordinator. The results of the test are placed on Excel and the co-ordinator analyses the test to find areas of weakness/strength of current provision. Each individual teacher also analyses the tests and completes a proforma which is sent to the Principal and Numeracy Co-ordinator.
- **Standardised Testing:** Progress in Maths tests are completed by pupils (P2-7) on the computer in the third term. The roles and responsibilities of staff are outlined here:

### **Class Teachers:**

In August class teachers analyse the results of GL Standardised tests (PIM) for their new class. They complete a proforma for each pupil which examines their NNRIIT/CATQ score against their PIM score. They also use the results of the individual aspects of the Maths Curriculum to ascertain if a particular pupil (or the class/year group) is struggling with a particular aspect of Maths. They also use data from PASS to get a fuller picture of each pupil in the intake. Transition meetings with the former teacher also help provide vital information. These results and information help teachers to set yearly targets which are completed at Hallowe'en.

### **The Numeracy Co-ordinator:**

The Numeracy Co-ordinator is responsible for conducting a whole school analysis of the Progress in Maths tests. Analysis will include:

- Tracking the results of Maths for each year group and class as they move through the school;
- Examining the impact of each year group's Scheme of Work and using the results to make changes to the Scheme or practice where necessary;
- Stanine bands for each class/year group are compared against the national cohort and 'tracked' to examine recent trends;
- Comparing the 'Process' and 'Curriculum' categories against the national cohort for the current year and to examine recent trends;
- Meet the year leaders to discuss the year group's results;
- A full report is presented to the Principal and Governors.

In August the Numeracy Co-ordinator presents an analysis of the results to all staff and makes recommendations for the new school year.

### **The Assessment Co-ordinator:**

The Assessment Co-ordinator prepares a file of information for the Principal and Numeracy Co-ordinator. This charts the results of all pupils/classes/key stages etc and trends over recent years. The Assessment Co-ordinator also keeps up to date with changes to provision for standardised tests.

### **The Principal and School Leadership Team:**

Data analysis is shared with the Leadership Team to allow them to monitor progress of Numeracy. The progress of all individual pupils is 'tracked' and comparative data is used to

find pupils with low achievement and/or under achievement so that intervention can be put in place.

### **Professional Development of Staff**

The Numeracy Co-ordinator organises professional development opportunities on School Development Days. The Numeracy Co-ordinators attend all relevant courses and disseminate information to the rest of the staff. Aspects of Numeracy are used regularly as part of PRSD targets for teachers.

### **Monitoring and Evaluation**

- **Year Group Leadership:**

In each year group a teacher who is experienced in teaching in Holy Trinity and who is experienced in teaching in the year group takes responsibility for organising the Maths notes and work for the year group. Meetings are convened each week so that all teachers in the year group can have a say about how Maths is progressing in their class and to share ideas. The year leader formally requests that all teachers present a selection of children's books (eg 3 from top, middle, bottom) to ensure that work is being completed in line with recommendations/plans. This is vitally important when there are new and temporary teachers in the year group. A school proforma is used and this is sent to the Principal.

- **Self-Evaluation**

Each class teacher takes responsibility for monitoring and evaluating their own teaching on an on-going basis. Teachers assess how well pupils have achieved the intended learning outcomes by using a range of 'Assessment for Learning' strategies. Teachers will write their own 'diagnostic' tests to assess pupil progress and make plans for the future.

- **Statistical Information**

The Numeracy Co-ordinator analyses the information from Progress in Maths testing and presents a report to the Principal, Board of Governors and staff. The Numeracy Co-ordinator also analyses information from in-house tests in January and writes a report for the staff and Principal. The Numeracy Co-ordinator also reviews End of Key Stage data in line with NI averages and our own targets.

- **Half Term Plans**

The Numeracy Co-ordinators review the Half Term plans to ensure they are in line with the Schemes of Work and standards expected in Holy Trinity. We ensure that there is continuity, progression and that differentiation is evident.

- **Action Plans**

Action Plans which are written by the Numeracy Co-ordinators are kept under constant review and a report written with regard to their implementation at the end of the year. The evaluation of the implementation of these plans is shared with the leadership team and the Board of Governors and is used to set new targets for the following year.

- **Numeracy Monitoring**

The quality of Teaching and Learning will be monitored formally by the Numeracy Co-ordinators and the Principal twice a year. In October a formal meeting will be held with the Principal, Vice-Principal, Head of Key Stage/Unit, Maths Co-ordinators and year group teachers. This will examine pupils' work, classroom organisational strategies, the implementation of recent initiatives, the implementation of Maths Policy, analyses of a variety of statistical data (standardised [GL Assessment] tests; End of Key Stage data) ensuring all abilities are catered for and that standards for all ability groupings remain high. It is also an opportunity to discuss ideas and share good practice.

A record of such meetings will be written up and discussed with teachers. A record of these meetings will be held by the co-ordinator. This will include, where necessary, any recommendations for the future. This record will be presented to the Principal.

In February/March we observe the teaching of Maths in the classroom and write a report with appropriate feedback.

## **A School Connected to its Local Community**

### **Links with Parents**

“Holy Trinity Primary School regards our parents as valued and respected educational partners who are made to feel welcome at the school.”

#### ***Holy Trinity Primary School Mission Statement***

In Holy Trinity Primary School we pride ourselves in having a good working relationship with our parents/carers; a relationship which is based on mutual understanding and trust. At all opportunities we point out that in trying to raise pupil achievement it is very much the school, family and pupil working together which will achieve the greatest results and we are continually indebted to the work and encouragement of our parents/carers.

**Open Door Policy:**

Parents are able to talk to their child's teacher informally in the morning or after school; this can be useful in passing on a range of information which it may help a teacher to know. It is often used for seeking advice from the teacher. A formal meeting will be facilitated if this is necessary.

**Curriculum Meetings:**

Curriculum meetings are held for each year group early in September which gives parents the opportunity to meet their child's new teacher and get an overview of the year's curriculum for all subjects. It is also the opportunity for the Principal to celebrate recent achievements with parents and reaffirm our commitments to achieving the highest standards. Guidance is also given on how parents/carers can best support their children's learning. Reference will also be made to the nature and purpose of homework in developing a child's mathematical ability and that parents are asked to sign all homework.

**P1 Induction Meetings:**

To aid transition for pupils into Primary 1 an induction meeting is held in June where parents receive a school prospectus.

**Parents'/Carers Interviews:**

These meetings are held in December. Teachers will use pupils' books and a range of data to inform parents/carers of pupil progress and areas which have been identified for development.

**Individual Education Plans:**

Parents are invited to discuss their pupil's I.E.P. and to discuss how they can support their child.

**Annual Report:**

Teachers prepare an end of year 'Pupil Profile'/ Pupil Report which is sent to parents in June.

**Open Day**

We run an Open Day for the parents/carers of prospective P1 parents in December each year. This is advertised through the local press and through an advertising brochure which is distributed through local shops and organisations as well as through local nursery schools. Parents can look at children's academic work and observe the vast range of activities which our children engage in during and after school hours. They are also invited to visit the P1 classes and see our children and teachers at work. Members of our School Leadership Team are on hand to answer any questions.

### **Parent Courses:**

Each year we organise courses which parents have requested. In recent years we have presented courses in ‘How We Teach Subtraction’ and ‘Fractions, Decimals and Percentages’. The worksheets from these courses are available to parents via the school website.

### **Further Study**

Many parents who have taken part in mathematical courses in Holy Trinity have gone on to further study. Holy Trinity also facilitates parents/carers taking part in further education study. We work with ‘Job Assist’ to promote ‘Essential Skills’ qualifications in I.C.T., English and Maths. We also provide ‘Incredible Years’ courses for parents.

### **School Website:**

The school website contains a pupils’ work page for each year group where pupils’ work can be displayed.

### **Newsletter**

Holy Trinity PS produces a newsletter each month which is distributed to all families of pupils. The purpose of this newsletter is to keep parents/carers informed of school events and news. It also celebrates the activities and achievements of our pupils and notifies parents of upcoming school events.

## **Links with Other Schools**

Holy Trinity PS maintains and seeks to expand our links with other primary schools, second and third level institutions to provide our pupils and staff with new learning opportunities.

### **Queen’s University Belfast**

- Medics in Primary Schools (medical students deliver Science lessons to P7 pupils on the theme of the body)
- Professor Fluffy (an outreach programme from Queen’s to promote university study to our pupils. Pupils get the opportunity to visit Queen’s and see around the buildings).

### **University of Ulster, Jordanstown/Coleraine**

**STEPS** (Science and Technology Experts in Primary Schools) – STEM experts visit our school to help develop pupils’ positive attitudes towards the STEM subjects and help them gain knowledge about careers that involve these subjects.

**STEP UP** (Step-Up is an interventionist programme that provides new learning opportunities for young people who live in areas of social and economic disadvantage. Its main focus is on developing children's interests and curiosity in the world of Science.

**Sportability** (Raising awareness and respect for disability through the medium of sport)

**Sport for Life** (P5 classes are involved in an all island research study to determine the fitness levels of children and to help promote a healthy lifestyle through diet, exercise, sleep etc)

### **St Mary's University College and Stranmillis University College**

- Teaching Practice students
- Professional Development courses

### **Post-Primary Education**

Holy Trinity Primary School will continue to develop fruitful links with our post primary schools. We take part in taster days with our local schools and our pupils take part in a variety of purposeful activities. St Louise's organise a 'STEM Day' for our pupils in our school.

### **Transition**

- Post Primary schools are invited to Holy Trinity to talk to Primary 7 pupils who have the opportunity to ask questions and find out about the subjects and facilities which the schools have to offer.
- We encourage parents/carers and children to go to Post Primary Open Days. We distribute dates and times of these events.
- P7 teachers play a major role in transition arrangements. We invite the Year 8 Co-ordinators to visit Holy Trinity to talk to the P7 teachers to share information/data about the pupils they will be receiving to ease the pupils' transition from Primary 7 to Year 8.
- Primary 7/Year 8 CPD Literacy and Numeracy Project.

### **Primary Schools**

Holy Trinity Primary School recognises that there is a lot to be gained by meeting with other local primary schools to share information and experiences. Therefore Holy Trinity is committed to playing an active part in:

- Cluster meetings
- Extended schools cluster meetings
- West Belfast Area Learning Community
- Nurture Group Schools in Belfast (FAROUK meetings)

- Holy Trinity teachers meet with colleagues from other primary schools to share good practice and provide advice eg ICT Mark; establishing a 'Learning Support Class'.
- E Learning Partnership (via C2K) with Cumran PS, Killough Co. Down.

### **Nursery Schools**

Our Primary One Year Leader and Head of Key Stage One visit the local Nursery schools (Matt Talbot and St Martin's) to meet the teachers and engage with the pupils through learning activities. We will also visit to watch special events eg: Christmas plays, graduation ceremonies etc.

Holy Trinity teachers will meet with staff from feeder Nursery schools to gain information which will smooth transition arrangements for our new intake of Primary One pupils.

## **Links with the Community**

Holy Trinity seeks to further develop our links with the local community to give to our pupils a truly broad and balanced curriculum which aids the promotion of Maths knowledge and skills. At present we have links with:

- Upper Springfield Development Trust
- Healthy Living Centre
- Full School Community Network
- Sainsbury's
- Park Centre
- Bombardier
- Virgin (business project)
- Bank of Ireland (all P7 pupils)
- Job Assist
- Dairy Farm
- Barnardo's
- Mencap
- NSPCC (Child Protection)
- Holy Trinity Youth Club
- Gort na Mona
- Feis Bhéal Feirste
- New Era Academy (drama, public speaking)
- Cumann na mBunscol
- Belfast City Council
- Local Press
- City of Belfast School of Music
- Conservation Volunteers

## **Links with External Agencies**

Support for the teaching of Numeracy is provided by a range of external agencies:

- Education Authority – Belfast Region
- CCEA
- C2KNI
- Educational Psychologist
- Educational Welfare Officer
- Oakwood Services
- Harberton Outreach
- Harberton Behaviour
- Clarawood
- St Gerard’s Outreach Service
- CIDS Team
- Peripatetic Service
- Mitchell House
- School Nurse
- Child Welfare Services
- Whiterock Children’s Centre
- I-Teach
- GL Assessment
- NDCS
- British Council

## **Monitoring of the Policy**

The Numeracy Co-ordinators will review the policy every two years and present any changes to the Principal, Governors and staff. The policy will be available for parents to view.