Sgoil an Rubha

Numeracy and Mathematics Policy

September 2026









Rationale

At Sgoil an Rubha, we recognise that strong Numeracy and Mathematical skills are essential to children's success in school, their everyday lives and their future learning and employment. Our Numeracy and Mathematics Policy establishes a consistent, progressive and inclusive approach to learning, teaching and assessment across the school. It supports our commitment to raising attainment, closing gaps in achievement and enabling every learner to make the best possible progress.

"Numeracy is a skill for life, learning and work." Education Scotland

In line with the values of Curriculum for Excellence, our approach will help children become:

- **Successful learners** who engage confidently with number, investigate patterns, apply mathematical knowledge and persevere when solving problems.
- **Confident individuals** who have a positive attitude towards mathematics, can explain their thinking and are willing to learn from mistakes.
- **Responsible citizens** who can interpret numerical information, manage money, assess risk and make informed decisions.
- **Effective contributors** who work collaboratively, communicate mathematical ideas and apply their skills creatively in real-life situations.

Aims

- To develop staff confidence in teaching Numeracy and Mathematics through CLPL opportunities.
- Sgoil an Rubha has a designated Numeracy Lead to ensure consistency across the school.
- To nurture and develop a positive attitude towards Numeracy and Mathematics through a range of rich learning experiences across the curriculum, where all learners experience success.
- To incorporate digital tools to enhance engagement.
- To ensure Numeracy and Mathematics is taught in a progressive way across all stages at Early, First and Second level, by considering learners individual strengths, interests and areas for development, to enable leaners to make connections both within Numeracy and Mathematics and to other curricular areas.
- To promote a Growth Mindset through the development of resilience and positive attitudes towards mistakes as learning opportunities.
- To ensure learners can communicate their thinking, learning, understanding and identify their next steps in learning.
- To provide differentiation that best meets the needs of all learners.
- To provide a high level of challenge through questioning and the use of Higher Order Thinking Skills.
- To involve pupils in leading their own learning through the sharing and co-creation of Learning Intentions and Success Criteria.

Learning and Teaching

All Numeracy and Mathematics lessons at Sgoil an Rubha follow the school's agreed structure for high-quality learning and teaching (See Appendix 1). Lessons are planned using the relevant Curriculum for Excellence Experiences and Outcomes and Benchmarks. These are used to ensure clear progression, appropriate breadth and depth, and continuity in learning from Early Level onwards.

Lessons begin with focused mental mathematics activities designed to develop learners number sense, mental agility, fluency, speed and accuracy. Learners are encouraged to recall number facts, select efficient strategies, explain their thinking and apply their knowledge in both familiar and unfamiliar contexts.

Learning Intentions and Success Criteria are clearly linked to the relevant Experiences and Outcomes. These are shared and, where appropriate, co-created with learners so that pupils understand the purpose of their learning, recognise what successful learning looks like and can evaluate their own progress.

Learning and teaching will provide opportunities to develop knowledge and skills across the key organisers within Numeracy and Mathematics:

- Number, money and measure
- Shape, position and movement
- Information handling

Planning ensures that learning reflects the Curriculum for Excellence principles: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Appropriate pace, challenge and differentiation are embedded within lessons so that learning builds effectively on each child's prior knowledge and identified next steps.

A range of active and engaging approaches—including concrete materials, visual, mathematical discussion, problem-solving and real-life contexts, is used to support understanding. Targeted support and opportunities for greater depth enable every learner to experience success and make sustained progress towards achieving the relevant Curriculum for Excellence level.

Assessment

At Sgoil an Rubha, assessment is an integral part of learning and teaching. A range of ongoing assessment approaches are used to identify learners' strengths, progress and areas for development. This evidence, together with the Curriculum for Excellence Experiences and Outcomes and Benchmarks, informs professional judgement and identifies appropriate next steps. Staff use this information to adapt planning, provide targeted support and challenge, and ensure that every learner continues to make progress.

Parental Engagement

Through Curriculum Overviews Sgoil an Rubha teachers share learning to support numeracy at home. Class teachers provide regular updates on progress and learning through reports and the Seesaw digital platform.

APPENDIX 1

Sgoil an Rubha

An Excellent Numeracy Lesson

Mental Maths

To improve mental agility, accuracy, quick recall and speed

- All numeracy lessons should start with mental maths activities (10 minutes)
- Differentiated activities
- Should include different aspects of the four concepts of numeracy
- This can be written, active, oral, show me boards or digital

Introduction

- Introduce the topic
- If applicable, recap on prior learning
- Discuss strategies
- Make links to real life contexts/DYW
- Provide opportunities to have pupil led learning
- Provide opportunities for learner to share their thinking/understanding/strategies
- Practical activities/Digital technology
- Reinforce the language of numeracy
- HOTS questioning
- Consider Pace

Learning Intention and Success Criteria

- Share Learning Intention with learners
- Share/Co-create Success Criteria with learners
- Differentiated Success Criteria
- Ensure able learners are challenged
- AiFL strategies to show understanding

Learning Activity

- Provide appropriate learning materials/resources
- SfLA to support learners effectively (directed by class teacher)
- Class teacher to circulate classroom
- Provide appropriate support if required
- Provide challenge
- Reinforce the language of learning
- Reinforce key teaching points
- HOTS questioning
- Opportunities for active learning
- Mid lesson check-in of learning
- Opportunities for learners to explain/share their strategies
- Incorporate AiFL throughout the lesson

Plenary

- Consider the pace of the lesson to ensure adequate time for an effective plenary
- Refer to the Learning Intention and Success Criteria
- Examples of an effective plenary – quiz, share learning with partner, exit ticket, Plicker, traffic lights, create questions for partner, show me boards