



# Primary School Numeracy and Literacy Policy

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## DOCUMENT APPROVAL

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2019 Staff Handbook

## **1. POLICY STATEMENT AND PURPOSE**

Being numerate is essential for students to work and live in the world and to prepare them for adult life. Numeracy is a skill that is developed mainly in mathematics but also in other subjects. It requires students to have an understanding of the number system, a range of mathematical techniques, and an ability to solve varied quantitative or spatial problems in a range of situations. Numerate students have the ability to interpret, apply and communicate mathematical information in common encounters to enable full, critical and effective participation in everyday life.

To participate effectively in society, individuals need to develop functional and critical literacy skills. Active literacy allows individuals to use language that enhances their capacity to think, create and question.

## **2. DEFINITIONS**

### **GMAS**

Georgiana Molloy Anglican School

### **Literacy**

The ability to read and write

### **Numeracy**

The ability to understand and work with numbers

## **3. NUMERACY**

### **3.1 Philosophical basis**

The development of a high standard of numeracy is an essential task if students are to become active participants in our society today and in the future. To achieve this at GMAS we believe:

- numeracy and literacy use complementary skills
- all teachers are teachers of numeracy and take responsibility for numeracy learning
- the early years of schooling are vital in the modelling of effective numeracy learning
- all students learn at different rates and they should be given the opportunity to develop their numeracy levels to their full potential
- numerate students are better prepared to effectively participate in a technologically advanced society
- numeracy learning is lifelong and extends into many contexts beyond the classroom or school
- explicit teaching is necessary for effective numeracy learning to occur
- students need to develop an innate numeracy that allows them to use their mathematical skills to interpret quantitative information, perform mental calculations,

estimate and measure. They need to be given time to practise these skills in a variety of practical situations

In Working Mathematically tasks the children at GMAS should learn to:

- choose mathematical ideas and tools to fit the boundaries of a practical situation
- interpret and make sense of the results within the contexts given
- evaluate the appropriateness of methods used
- investigate, generalise and reason about patterns in number, space and data
- explain and justify conclusions reached in answers

In Measurement and Geometry tasks children at GMAS should learn to:

- visualise, draw and model shapes, locations and arrangements
- predict and show the effect of transformations on shapes
- reason about shapes, transformations and arrangements
- use direct and indirect forms of measurement and estimation skills to describe, compare and evaluate, plan and construct
- carry out measurements of length, capacity, volume, mass, area, time and angles
- select, interpret and combine measurements, measurement relationships and formulae to determine other measures indirectly
- make sensible direct and indirect estimates of quantities and note their reasonableness of measurements and results

In Statistics and Probability tasks children at GMAS should learn to:

- understand and use the everyday language of chance and note how likely that event will occur
- plan and undertake data collection and organise, summarise and represent data for effective interpretation and communication
- locate, interpret, analyse and draw conclusions from data

In Number and Algebra tasks children at GMAS should learn to:

- read, write and understand the meaning, order and magnitude of numbers
- understand the meaning, use and connection between addition, subtraction, multiplication and division
- choose and use a repertoire of mental, paper and calculator computational strategies for each operation

Many practical, small group, large group and individual teaching sessions are conducted to achieve these outcomes at GMAS.

#### 4. LITERACY

To participate effectively in society, individuals need to develop functional and critical literacy skills. Active literacy allows individuals to use language that enhances their capacity to think, create and question.

- Literacy learning is a life-long skill and extends beyond the school context
- Explicit teaching is necessary for effective literacy learning to occur
- Literacy skills that are well developed enhance literacy learning across all key learning areas
- The early years of schooling are vital in the modelling of effective literacy learning
- Literate individuals are better prepared to effectively participate in a technologically advanced society

In Speaking and Listening the children at GMAS should learn how to:

- speak clearly, fluently and confidently to different audiences
- listen, understand and respond appropriately to others
- talk effectively as a member of a group
- participate and be prepared to join in a variety of drama activities and evaluate their own and others' contributions
- understand the grammatical constructions that are characteristic of spoken Standard English and apply this knowledge appropriately in a range of contexts and purposes
- develop their knowledge, skills and understanding through a range of activities, contexts and purposes.

The children develop confidence to speak in small groups and to their class group as well as at assemblies and Chapel services that the students participate in.

In Reading, the children at GMAS should learn how to:

- code-break by understanding the relationship of spoken sounds to symbols
- make meaning by understanding the meanings conveyed by written and spoken texts
- use text by understanding the functions of various text types
- analyse texts by understanding the cultural and ideological bases on which text are produced and used
- read fluently, accurately and with understanding using a range of strategies
- deliver texts in a public arena (small or large audiences). Reading will be rehearsed several times prior to the public performance

In Writing, children at GMAS should learn how to:

- use and understand writing as an enjoyable thinking, investigating, organising and learning skill
- use grammar, punctuation and the main conventions of written English correctly
- plan, draft and edit their written work
- sustain their fiction and non – fiction writing
- use varied spelling strategies in their written work
- develop their knowledge, skills and understanding through addressing a range of purposes, readers and forms of writing

In Viewing, children at GMAS should learn how to:

- use, understand and interpret different texts in written, visual and electronic forms
- discuss and analyse their feelings and interpretations of specific texts
- understand and reflect on visual conventions used in texts
- integrate a variety of strategies for interpreting familiar visual texts

Literacy is critical to all learning and to this end; the skills will be developed and reinforced in all Learning Areas.