

### Values

Compassion Faithfulness  
 Forgiveness Integrity  
 Justice Peace  
 Respect Service

## Curriculum Planner – Numeracy and Mathematics

### Totality of the Curriculum

To face the challenges of the 21<sup>st</sup> century each young person needs to have confidence in using mathematical skills, and Scotland needs specialist mathematicians and a highly numerate population. ( BTC 1)

A holistic approach is adopted as children should see numeracy and mathematics as a transferable skill relevant to all areas inside/outside their learning environment. This also draws aspects which take into account cross-curricular areas.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure, shape, position and movement and Information handling.

The mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society and the relevance it has for daily life.

### Successful Learner

**Attributes:** Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

**Capabilities:** use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

### Confident Individuals

**Attributes:** self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

**Capabilities:** relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity.

Learner

### Responsible Citizens

**Attributes:** respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

**Capabilities:** develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

### Effective Contributors

**Attributes:** an enterprising attitude; resilience; self-reliance.

**Capabilities:** Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

### Learning and Teaching

**Pedagogy:** planned active learning provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect. Modelling and scaffolding the development of mathematical thinking skills learning collaboratively and independently, opportunities for discussion, communication and explanation of thinking, developing mental agility, using relevant contexts and experiences,, making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, s, building on the principles of assessment is for learning, ensuring that young people understand the purpose and relevance of what they are learning, developing problems solving capabilities and critical thinking skills. Learning Intentions and Success Criteria, the concept of LI and SC are evident throughout the whole school. From Primary 1 to Primary 7 the LI is displayed for pupils. The LI will highlight the learning taking place and the SC is specific to enable pupils to be successful in their learning. Formative assessment, LI and SC is displayed in all classes. Pupils refer to them throughout and understand them clearly. AIFL approaches are used to assess understanding. Traffic lighting is used on written pieces to self, peer and teacher assess.

### Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

### Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given to meet individual needs. Personal feedback is given through oral or written comments throughout the week. Termly evaluations highlight particular strengths or areas for development and then impact on next term's planning. Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have an Additional Support Plan which is reviewed termly and shared with all partners: pupil, parents and carers. Ongoing assessment and formal assessments are used to ensure pupils are appropriately challenged and working at correct level to their ability.

**Principles:** Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance;  
 Teachers highlight planners to reflect the principle(s) that is being planned.