



South Lanarkshire Council Numeracy Project

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Our ASG

Two development officers

Lynne MacLeod

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Three Primary Schools

Brenda Callan, St Athanasius Primary, Carluke

Seonaid McKeen, St Joseph's Primary, Blantyre

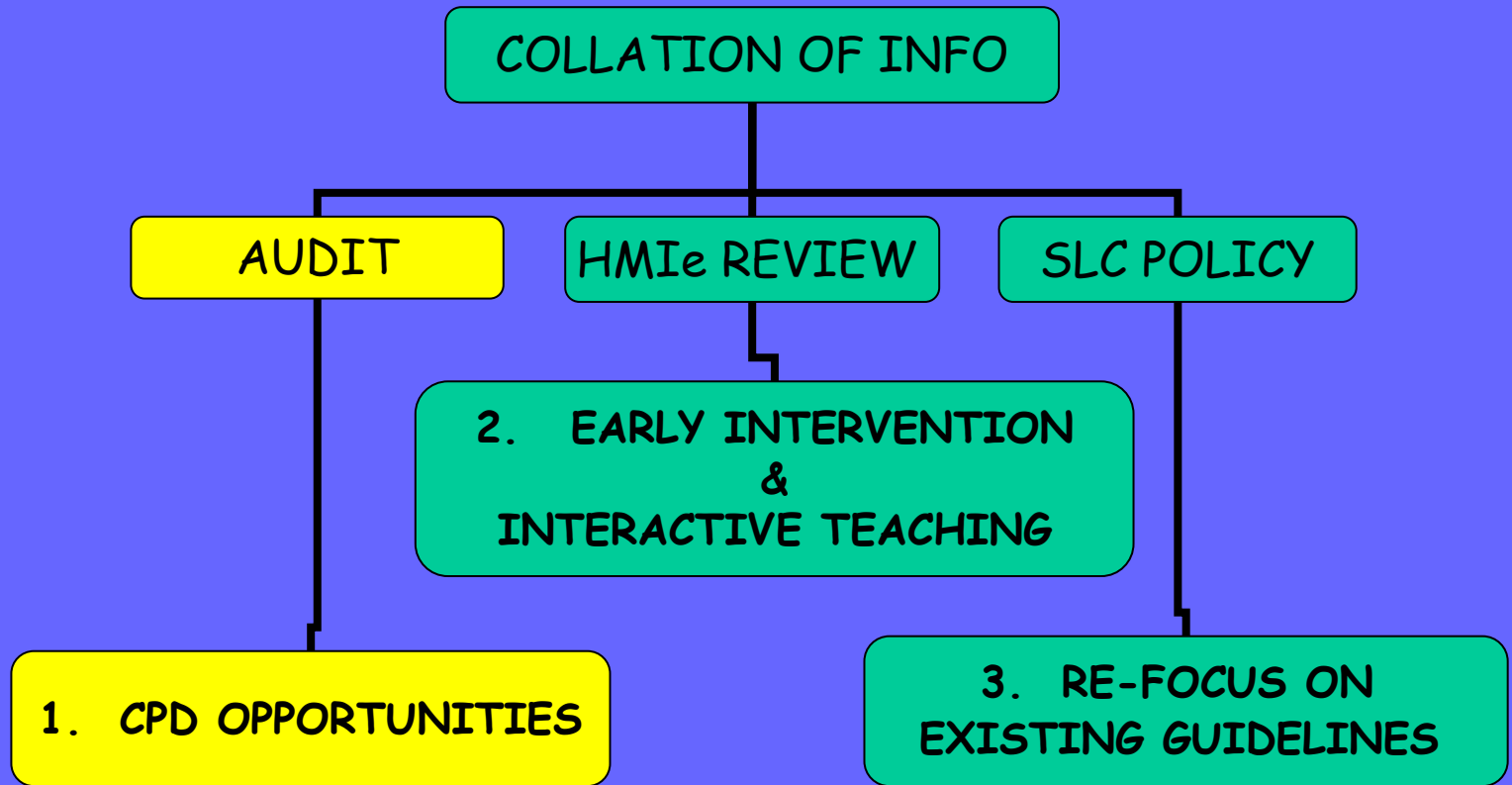
Elaine Fitzpatrick, St Mary's Primary, Lanark

**Members of the Mathematics Curriculum Advisory
Group (CAG)**

Starting Point

- Audit of teacher confidence against aspects of 5-14 numeracy
- Review of recent HMIE reports of SLC primary schools
- Audit 'SLC - Policy into Practice 5-14 Mathematics' against HMIE guidelines

Focus of Project



1. The Audit

- Participants were given a comprehensive list of aspects of numeracy and asked to indicate which, if any, caused concern.
- A distinction was made between personal knowledge and the delivery of each aspect.

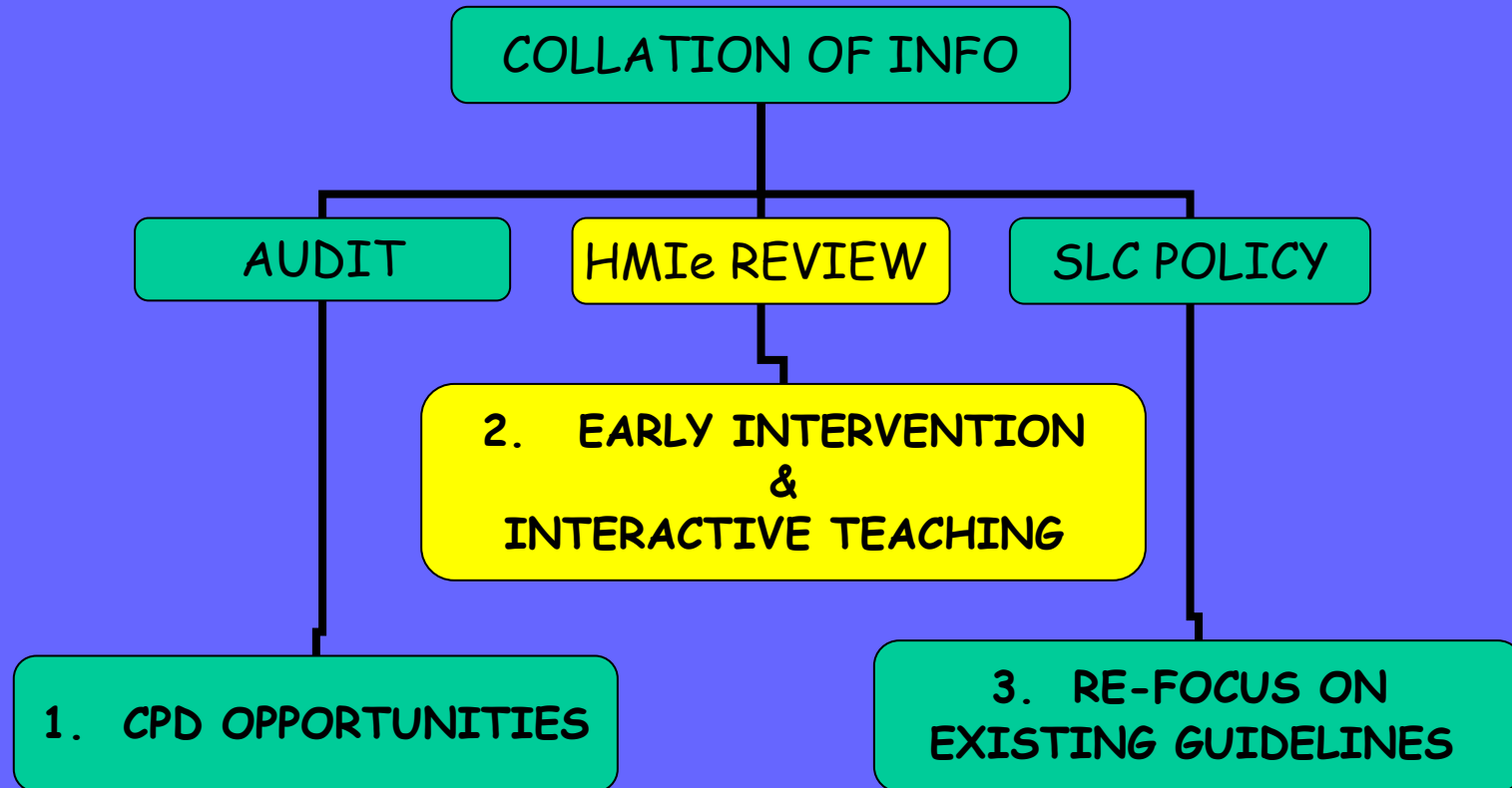
1a. The Results

- 63% of teachers were confident in their own understanding in all areas of numeracy
- 21% of teachers were confident in both their understanding and teaching in all areas of numeracy

1b. Identifying Support

- CPD Opportunities in programme
 - Tutor websites
- Establishing links within learning communities
- Support in the delivery of interactive lessons

Focus of Project - 2



2. Early Intervention

- Identify successful Early Intervention strategies which can be adapted for use in P4-7
- Develop ways to encourage and extend the use of interactive teaching strategies in the delivery of numeracy in P4-7

2a. Themed Numeracy Week

➤ Context based

The Bank Robbery



Fast Eddie



Cracker Jack



Davy Dosh



Detective Holmes



2a. Themed Numeracy Week

- **Context based**
- **Weekly plan**
- **Activities** - required no written tasks
 - interactive
 - encourage a diversity of learning styles
 - require collaboration amongst pupils
 - use of concrete materials
 - formative assessment opportunities
 - high expectation of pupil achievement
- **Emphasis on FUN!! (for both pupil and teacher)**

2b. How Did It Go?

- Did the children learn ?
- How did they respond to the tasks?
- What was the teacher's role?

2c. Monitor & Evaluate

- Small modifications made to pilot pack
 - Further themed packs resourced for P4/P5
- Sustainability aspect considered

2d. Focus Packs

- Fit into existing maths programme
- Activities to encourage interactive maths sessions
- Maths session that is less driven by written work
 - Form the basis for similar resources
 - Maintain motivation in both teachers and pupils

Further Developments

- Project to be developed over 2 years
 - Further development of interactive teaching packs
 - Use of intranet to make resources available to all SLC schools
 - Inclusion of new members to team
- Possible production of a DVD to support schools in delivering CPD
 - Re-focus on original policy guidance notes

Hints/Tips

- Be realistic
- Focus, plan, implement, monitor and evaluate
 - Share tasks
 - Use people's strengths

A Final Thought...

Musical Prodigy?

John's parents were very keen for him to become a musician so, at a very early age they left a violin in his bedroom and left him to play for an hour or so. When they returned they were at first horrified to see that he had taken the violin to pieces, but they soon realised that John was not destined to be a musician, but an engineer!

<http://www.mwls.co.uk/anecdotes/prodigy.htm>



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