NUMERACY STRATEGY

Updated May 2025

Contents:

Numeracy at Sgoil Lionacleit

Purpose & Principles

- Raise standards across all subjects
- Make numeracy visible and consistent
- Build confidence and independence
- Embed real-world problem solving
- Aligned with:
  - UNCRC Articles 28 & 29
  - DG 4 (Education), 5 (Gender Equality), 10 (Reduced Inequality)

Learning & Teaching

- Shared methods, vocabulary, and strategies across departments
- Numeracy "sprinkles" in lessons
- Retrieval-based activities + real-life contexts
- Clear feedback focused on thinking and improvement
- Consistent approach to calculators, measurement, and vocabulary
- Weekly homework tasks, puzzles, budgeting, & home engagement

Collaboration & Cross-Curricular

- Joint planning with other departments
- Consistency in teaching data, graphs, measurement, and SI units
- Numeracy supports learning in science, tech, social subjects, etc.
- Whole-school events: Maths Week, competitions, enterprise tasks
- Gaelic numeracy vocabulary embedded in all subjects

Assessment & Progression

- Use of CAT & SNSA data from P5–S3
- Benchmarks guide planning, teaching, assessment
- Regular tracking of working levels (SI–S3)
- Moderation and consistency across departments
- Pathways to Senior Phase linked to progress evidence
- Inclusion of complex learners with milestone planning

Staff Development (CPL)

Termly sessions on:

- Shared Practice & Gaelic inclusion
- Data-led planning
- Moderation
- Interpreting SNSA feedback

THA AN SGOIL A'CUR LUACH AIR / SCHOOL VALUES

An fhìrinn | Integrity | A dhartas a dhèanamh | Ambition | Obair chruaidh | Perseverance

1. Obraichibh còmhla gus am fàs sibh moiteil à coimhearsnachd na sgoile - 's ann leinn a tha i.
2. Bithibh taiceil dha chèile 's fàsaidh misneachd a h-uile duine.
3. Bithibh cuideachail dha chèile is mar sin gheibh a h-uile duine cothrom ionnsachadh.

1. Work together to inspire a sense of pride, community and ownership.
2. Support each other to become resilient, confident and articulate.
3. Work co-operatively to engage in meaningful learning.

Context

Purpose
The purpose of our whole-school numeracy strategy:
▪ to develop, maintain and improve standards in numeracy across the school;
▪ to promote consistency of practice including methods, vocabulary, notation, etc.;
▪ to indicate areas for collaboration between subjects;
▪ to assist the transfer of students' knowledge, skills and understanding between subjects.
▪ to support the embedding of our school values (Integrity, Ambition, Perseverance) in the context of the numeracy strategy

What is numeracy?
Numeracy is a skill which involves confidence and competence with understanding and using numbers and measures. It requires an understanding of the number system, a variety of basic number skills and an ability to solve number problems in a variety of contexts. It also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. Young people can be supported in acquiring these skills by giving a focus to the relevant aspects of mathematics embedded within each subject. The outcome should be young people who are skilled in numeracy and confident and tackling mathematical problems with increasing independence. Young people should:

- Have a sense of size and number when it fits into the number system and increasingly know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- Use what they know to figure out answers mentally;
- Calculate accurately and efficiently both mentally and with pencil and paper;
- Recognise when it's important to use a calculator and be able to do so effectively;
- Make sense of number problems including non-routine problems and recognise strategies to solve them;
- Explain methods and reasoning;
- Judge whether their answers are reasonable and have strategies for checking;
- Suggest suitable units for measuring and make sensible estimates of measurement;
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.
- Be able to apply these skills across a broad range of subjects and contexts.

Numeracy across learning is important to us at Sgoil Lionacleit as it:

- Supports achievement in discrete subjects, promoting attainment overall.
- Forms better links between departments, promoting collegiate working.
- Enables pupils to appreciate how numeracy is used across contexts and in their wider life beyond school.
- Enhances opportunities for pupils outside of school.
- Promotes logical thinking, systematic and process driven approaches to solving problems, entrepreneurship, and life management.

The importance of numeracy across learning is also highlighted in several key documents:

"Numeracy and mathematical thinking encompasses many different elements … however, numeracy is not only about developing these skills. It is also about having the ability to apply these concepts in all areas of life. Therefore numeracy should be embedded throughout the curriculum and the environment and should not simply be seen as an area on its own."
Realising the Ambition: Being Me

"In the strongest examples, staff and young people have a shared understanding of the importance of numeracy, how it is delivered across the school, and what skills are being developed."
"There is a need for [secondary] schools to develop a deeper, shared understanding of how all staff are contributing to the development of young people's numeracy skills. This should include developing a coherent approach where all stakeholders, and in particular young people, understand and can articulate the skills they are developing and how these can be used across their learning, life and work. It is of vital importance that schools continue to develop young people's numeracy skills in the senior phase."
Numeracy and mathematics for Scotland's learners: a thematic report

"Shared planning for the contexts in which children and young people learn and apply numeracy skills is … crucial. Children and young people need opportunities to bring together different combinations of numeracy skills from the various lines of progression. High quality learning depends upon achieving a suitable balance between developing key facts and integrating and applying them in relevant and imaginative contexts."
Numeracy across learning, principles and practice

Our School Values at the Heart of Numeracy

To ensure our values meaningfully drive practice, each value is underpinned by **explicit, auditable actions**. These actions allow leaders and staff to evaluate consistency, impact and alignment with **HGIOS4 core Quality Indicators**, and to ensure that numeracy is embedded as a **whole-school responsibility** across all subject areas.

Our Numeracy Strategy is rooted in our core values:

Integrity – An Fhìrinn

We act with honesty, fairness and consistency in how we develop numeracy across the school.

Key actions to support numeracy

- Apply agreed whole-school approaches to numeracy consistently across all subjects (e.g. vocabulary, notation, layout and methods).
- Make numeracy demands explicit within learning so pupils understand what accurate calculation, reasoning and data handling look like in each subject.
- Use numeracy data (CAT, SNSA, working levels and class-based evidence) appropriately to identify need and inform planning.

- Ensure approaches to numeracy are equitable across faculties, reducing unnecessary variation and ensuring fairness for learners.
- Promote Gaelic numeracy meaningfully across learning environments (e.g. vocabulary for number, shape, measure and key terms).
- Engage in moderation activity to support shared understanding of numeracy standards and expectations across the curriculum.

What this looks like in practice (audit evidence)

- Faculty/department planning showing explicit numeracy expectations
- Numeracy work sampling across a range of subjects
- Moderation records and professional dialogue notes
- Tracking data and intervention review notes
- Learning walk evidence and learner voice

HGIOS4 alignment

- **QI 2.3 – Learning, teaching and assessment**
- **QI 2.2 – Curriculum**
- **QI 3.2 – Raising attainment and achievement**

Ambition – Adhartas a Dhèanamh

We hold high expectations for all learners to develop confident, transferable numeracy skills for learning, life and work.

Key actions to support numeracy

- Plan regular, purposeful opportunities for numeracy across the curriculum (e.g. number, measurement, data, finance, graphs and problem solving).
- Reinforce accurate use of numeracy vocabulary and mathematical language across subjects.
- Provide appropriate challenge through increasingly complex numeracy tasks in real-life and subject-based contexts.
- Encourage learners to explain methods and reasoning clearly, not simply arrive at an answer.
- Teach and reinforce when calculators support learning and when mental or written strategies are more appropriate.
- Raise the profile of numeracy across learning through interdisciplinary contexts (e.g. STEM, enterprise, budgeting, data projects) and whole-school events.

What this looks like in practice (audit evidence)

- Examples of numeracy embedded across subject areas
- Learner work showing reasoning, method and problem-solving
- Evidence of numeracy challenge/enrichment (IDL, competitions, themed weeks)
- Feedback samples focused on process and improvement
- Attainment and tracking summaries

HGIOS4 alignment

- **QI 2.3 – Learning, teaching and assessment**
- **QI 2.2 – Curriculum**
- **QI 3.2 – Raising attainment and achievement**

Perseverance – Obair Chruaidh

We recognise that numeracy improvement requires sustained, supportive work over time, particularly where confidence is low or gaps are longstanding.

Key actions to support numeracy

- Use a clear **plan–do–review** model for numeracy interventions and targeted support.
- Scaffold numeracy tasks appropriately (e.g. concrete–pictorial–abstract modelling, worked examples, structured layouts, vocabulary support).
- Track numeracy progress over time using a range of evidence rather than single assessments.
- Promote a growth mindset in numeracy, encouraging learners to persist with challenge and reflect on next steps.
- Work collaboratively with Support for Learning and pastoral teams to remove barriers to numeracy engagement and participation.
- Maintain high expectations and sustained support even where progress is slower or learning needs are complex.

What this looks like in practice (audit evidence)

- Numeracy intervention plans and review notes
- Tracking and monitoring records across terms
- Evidence of targeted scaffolding and adapted approaches
- Learner feedback on confidence and engagement
- Comparison of attainment/progress over time

HGIOS4 alignment

- **QI 2.4 – Personalised support**
- **QI 3.1 – Ensuring wellbeing, equality and inclusion**
- **QI 3.2 – Raising attainment and achievement**

Raising Standards

Raising Standards in Numeracy across our school cannot be solely judged in increased test percentages. There is a need to evaluate the students' ability to transfer mathematical skills into other subject areas, applying techniques to problem solving. Their confidence in attempting this is initially as important as achieving the correct solution. Pupil interviews and work sampling will be the main processes for evaluating the success of our practice.

There are some key roles within school that will ensure that this policy is effective and becomes a well-established part of our school practice.
The Senior Leadership Team has a commitment to the implementation and evaluation of this work. They are aware of the need to create time for liaison and sustain the cross curricular links forged between subject areas. The effectiveness of these links will reduce the replication of work by teachers and students.

Supporting Gaelic in Numeracy at Sgoil Lionacleit

The 'Advice on Gaelic Education: secondary stages' states that young people should be

"using Gaelic to participate in, and contribute to, the life and ethos of the school."

At Sgoil Lionacleit, we recognise the importance of promoting Gaelic as an integral part of our school's identity and culture. As part of our whole-school numeracy strategy, we are committed to supporting the use and visibility of Gaelic across all learning environments, including numeracy and mathematics.

We aim to strengthen pupils' understanding of numeracy by incorporating Gaelic language where appropriate—for example, through the consistent use of Gaelic vocabulary for numbers, shapes, and key mathematical terms in classroom displays, learning resources, and verbal instruction. Staff are supported to build confidence in using Gaelic in numeracy contexts, contributing to a shared culture of bilingualism and language appreciation.

This approach supports our wider goal of embedding Gaelic across the curriculum, reinforcing its value as a living language while enriching our learners' cognitive and cultural development. In doing so, we align with Scotland's National Gaelic Language Plan and our local authority's vision for Gaelic.

UNCRC and SDG Statement for Our Numeracy Strategy
Our whole-school Numeracy Strategy is grounded in the principles of the **United Nations Convention on the Rights of the Child (UNCRC)** and aligned with the **UN Sustainable Development Goals (SDGs)**. We uphold **Article 28** (the right to education) and **Article 29** (education should develop each child's personality, talents, and abilities to the fullest) by ensuring every learner has access to high-quality numeracy education that is inclusive, engaging, and empowering.

In support of the **Sustainable Development Goals**, our strategy particularly reflects:

- **SDG 4 – Quality Education**: Promoting lifelong learning and equitable opportunities for all.
- **SDG 10 – Reduced Inequalities**: Addressing attainment gaps through targeted support and inclusive practice.
- **SDG 5 – Gender Equality**: Ensuring all learners, regardless of gender, can succeed in numeracy.

By embedding numeracy across the curriculum, we aim to equip learners with the critical thinking, problem-solving, and financial literacy skills necessary to thrive in a changing world, contribute to their communities, and engage as active global citizens.

Pedagogy

Consistency of Practice
The Mathematical Association recommends that teachers of Mathematics and teachers of other subjects co-operate on agreed strategies.
In particular that:

Teachers of mathematics should:
1. be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.

2. provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.

3. through liaison with other teachers, attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.

4. seek opportunities to use skills and contexts, including examination questions, from other subjects in mathematics lessons.

Teachers of subjects other than mathematics should:
1. ensure that they are familiar with correct Mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.

2. be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.

3. provide information for all teachers on the stage at which specific numeracy skills will be required for particular groups.

4. provide resources for and use examples of applications of numeracy relating to other subjects in Mathematics lessons.

Teaching – Whole School approach to numeracy involves:

- Develop numeracy sprinkles within lessons across the curriculum – regular, well-planned tasks or mini-lessons practicing numeracy skills that are required in learning within a discrete subject.
    - Using a retrieval-based approach.
    - Sometimes providing a 'problem' to solve as a class.
    - Supporting pupils to explain their thinking when solving problems.
    - Planned considering required prior-knowledge and support needs of individuals.
    - Planned considering numeracy across the curriculum.
- Providing time for staff to plan together.
- Provide appropriate resources to support concrete, visual and abstract calculation.
- Maths tasks taught through real-life contexts.
- Engaging parents in the process, arrange workshops to help parents support maths learning both in school and home.
- Raising the profile of maths, with opportunities for maths across subjects, purposefully identified.

- Displaying mathematical problems, language and calculation on classroom walls and corridors.
- Providing a themed week across the school (e.g. Maths week or Enterprise week) to develop maths skills and financial literacy.
- Providing regular maths competitions across the school.

Out of class and homework

Young people are encouraged to engage with online learning and out of school experiences with numeracy by completing a range of activities with opportunities for mathematical skills:

- Do an activity which makes use of the home context, such as planning a budget e.g. for a holiday, shopping, bills and subscriptions, to develop an understanding of the cost of living.
- Play a number game or work on a number puzzle;
- Learn some number facts or multiplication tables by heart;
- Be proactive and keep up with assigned homework tasks, seeking help when needed.
- Regularly revise notes jotters.
- Work through study materials given before end of block tests.

For highly able learners, work outside the normal lesson can be completing additional maths challenge problems (e.g. UKMT website, BBC Radio 4 problem of the day, Daily Rigour)

Feedback

Feedback during numeracy tasks should:

- Be timely – as close to immediate as possible.
- Be specific and focus on the task and process (e.g. approach, layout, reasoning) rather than the number of correct answers.
- Use consistent language that is transferrable across the curriculum.
- Be actionable – helps pupils to understand their mistakes and how to improve their understanding.
- Use a variety of formats including verbal and written.
- Be growth-oriented – acknowledge effort and celebrate progress.
- Be tailored to the individual, considering the whole-child.

Our Areas of Collaboration:

Arithmetic Techniques

Staff training will take place on the variety of arithmetical and algebraic techniques used by students, in order to maintain an ethos of collaboration and support in using consistent approaches to these techniques. There is an acceptance that students are able to tackle the same questions with a variety of methods, but consistency in approach should be encouraged. All staff should give every encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods that are suitable for the task given.

Role & Use of Calculators

Consideration of these questions can help decide appropriate use of calculators during lessons:

a) Can mental methods be used without being too onerous?
b) Would the Mathematics department allow calculator use for this task?
c) Where in your subject do you expect students to be able to use a calculator?
d) Are there, and should there be, situations in your subject when you would not wish students to use calculators?
e) Do pupils have the calculator skills to use calculators effectively in this context?
f) Do pupils need to practice using calculators to ensure they are able to use them correctly and efficiently in your subject?
g) Does calculator use limit or support pupils building an understanding of the required calculation(s)?

When using calculators in class, please ensure:

- students develop the technical skills required to use the basic facilities of a calculator constructively and efficiently. For example, the order in which to use keys, BODMAS, how to enter numbers as money, measures, fractions, etc.
- students understand the four arithmetical operations and recognise which to use to solve a particular problem
- when using a calculator, students are aware of the processes required and are able to say whether their answer is reasonable
- students can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations)

Vocabulary
Mathematics teachers will emphasise literacy skills when tackling mathematical problems. Keywords and terms are emphasised and their spellings and meanings reinforced. Problems are broken down into manageable chunks with emphasis on how best to layout their answers, which assists students to gain confidence. Pupils maintain notes jotters with key terms and worked examples showing how problems should be laid out. CPL activities will encourage staff to use a shared vocabulary when solving mathematical problems. We want pupils to become confident in their use and interpretation of mathematical key words so that these do not hinder their ability to solve a problem.
The following can help students with the technical vocabulary of Mathematics:

- Use of Word walls (key words on display in classrooms).
- Using a variety of words that have the same meaning e.g. add, plus, sum.
- Encouraging students to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times.
- Discussion about words that have different meanings in Mathematics from everyday life e.g. take away, volume, product, etc.
- Highlighting word sources e.g. quad means 4, lateral means side, so that students can use them to help remember meanings. This applies to both prefixes and suffixes to words.
- Regularly incorporating retrieval-based tasks (e.g. flash cards, quizzes, games) to revise vocabulary.

Measurement
Collegiate working will support a consistent approach to measurement across the curriculum. Teachers of Mathematics will ensure that a range of SI units are used when solving problems to do with

measurement (e.g. perimeter and area). They will also ensure pupils gain experience converting from one SI unit to another. Teachers in other subjects will liaise with Maths teachers to provide examples of measurement problems in their subjects, so that these can be incorporated into Maths lessons.

Handling Data

A wide range of subjects use a variety of data handling skills, including data collection, interpretation, and representation, and we want to be consistent in our messages to staff and pupils. Collaboration between teachers of mathematics and subject teachers will lead to meaningful, cross-curricular learning experiences. Aligning vocabulary and using a consistent approach to data handling across all subjects will ensure pupils develop data handling as a transferrable skill. Relevant terminology for data interpretation will be taught in Maths lessons, and should be reinforced by subject teachers in other contexts. Maths teachers will also introduce contexts taken from other subjects when teaching data processing and interpretation. Planning data handling tasks that are shared between Maths and other subjects will reinforce consistency, foster deeper understanding, and highlight the relevance of data literacy in diverse fields, ultimately supporting pupils in becoming confident, competent data users. For example, data can be collected in a science lesson, processed in a Maths lesson, and critically analysed between the two subjects.

Transfer of Skills:

"It is vital that as the skills are taught, the applications are mentioned and as the applications are taught the skills are revisited."

The transfer of skills is something that many students find difficult. It is essential to highlight to pupils when/where transferrable skills are being used, and to provide a wide-range of applications for these skills. CPL during the August inset will encourage staff to use common language and approaches to numerical problems. Dedicated time to co-ordinate when and how numeracy is used across the curriculum, and plan an interdisciplinary approach will further support transferrable skills. Teachers of other subjects should work with Maths teachers to provide examples of numeracy from their subjects to be included in maths lessons. Maths teachers will provide advice and support to ensure pupils have the required prior learning and skills to achieve within numeracy-rich topics across the curriculum.

Planning and Assessment

Data-Led Planning

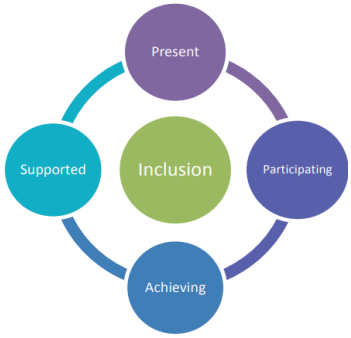
Our whole-school numeracy strategy is underpinned by a robust and progressive approach to data-led planning, ensuring targeted support and challenge for all learners. Transition data from primary, including P5 Cognitive Abilities Test (CAT) scores, P7 Scottish National Standardised Assessments (SNSA), and P7 teacher-assessed working levels, provides a vital foundation for early intervention and continuity of learning. These data points are systematically analysed to identify patterns in attainment and potential gaps in key numeracy concepts prior to learners entering S1.

On entry to secondary, S1 CAT scores offer a fresh diagnostic perspective, helping to triangulate transition data and inform flexible groupings and differentiated approaches within numeracy lessons. As learners progress through the Broad General Education (BGE), teacher-assessed working levels from

S1 to S3 are tracked termly to monitor progress, evaluate the impact of interventions, and adjust planning responsively.

At the end of S3, SNSA numeracy data (along with formative and summative data gathered in department) is used as a summative benchmark to support progression pathways into the Senior Phase, contributing to robust curricular decisions and tailored learner journeys. This layered approach to data ensures that all numeracy planning—at class, stage, and whole-school level—is informed by a comprehensive understanding of learners' prior attainment, potential, and ongoing development.

Milestones for complex Learners
Milestones are important points in development, and demonstrate progression. Young people who are not able to achieve any of the benchmarks within Early Level still require tracking and monitoring of their progression. Whilst many young people will move on to work at Early Level, some will continue to make progress at the pre-early stage.
Milestones support teachers to track the progression of young people with severe and complex needs. Planning continues to be based on the Experiences and Outcomes from Curriculum for Excellence, with a learner-centred approach which celebrates the differences of all young people.



To be included **all** young people need to be and feel:

- Present
- Participating
- Achieving
- Supported.

In terms of Numeracy we will achieve this by:

- Building positive relationships with all pupils in the class.
- Using concrete, pictorial, abstract modelling.
- Promoting a growth mindset towards mathematics, including having pupils reflect on their learning and identifying next steps.
- Encouraging pupils to work collaboratively.
- Encouraging pupils to explain their thinking when solving problems.
- Providing engaging activities by including pupil names in problems, using real-life contexts where possible, and including games.
- Providing feedback that is specific to the process/learning and helps to move learners forward.
- Maintaining high expectations of all and ensuring all pupils are experiencing an appropriate degree of pace and challenge.
- Maintaining expectations of participation.

- Providing scaffolded work where needed to support pupils.
- Consistency of approach and use of vocabulary.
- Communicating with Support for Learning about how best to support pupil needs (see Appendix **).

Curriculum for Excellence

Experiences and outcomes are a set of clear and concise statements about young people's learning and progression in numeracy. They are used to help plan learning and to assess progress across the years. Benchmarks provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in numeracy and mathematics, and across all other curriculum areas from early to fourth levels. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Curricular Benchmarks

Curricular benchmarks are central to our numeracy strategy in S1–S3, providing clear, progressive expectations that ensure consistency, high standards, and equity across the Broad General Education. These benchmarks support teachers in planning coherent learning experiences that build on prior knowledge while preparing learners for the increasing demands of the Senior Phase. In practice, staff use the numeracy benchmarks to identify key learning intentions for each unit of work, ensuring alignment with national expectations. Benchmarks guide the development of success criteria, formative assessment tasks, and differentiated support materials. For example, when teaching fractions and percentages, staff refer directly to Second and Third Level benchmarks to ensure that learning activities progressively develop conceptual understanding and fluency. In tracking and moderation, benchmarks provide a shared language and framework for professional dialogue. Teachers engage in regular moderation activities—both within departments and across primary/secondary sectors—to ensure consistent interpretation of achievement of a level. Evidence gathered from classwork, assessments, and observations is evaluated against benchmark statements to support robust judgments of progress. Through the structured use of benchmarks, our numeracy strategy ensures that every learner experiences a high-quality, coherent, and ambitious curriculum with a clear pathway through the BGE and into the Senior Phase.

National Qualifications

SQA is one of the four partner national organisations involved in the Curriculum for Excellence. SQA has joined with Universities Scotland, QAA Scotland and the Scottish Government to create the Scottish Credit and Qualifications Framework or SCQF. Every Scottish qualification—from N1 – N4 which are allocated a level and credit value within this framework, which all partners have agreed to recognise.

National 1-4 are assessed internally and moderated via the subject network scheme, subject to regulation by the SQA. National 5 courses and above also have a number of internal assessments (again linked to our internal moderation policy), followed by an externally marked exam.

Assessment

Short-term assessments

The key purpose of assessment should be to help students understand where they are in their learning by providing specific feedback on their knowledge, understanding and skills, and helping them identify areas to develop. However, assessment can also:

- allow learners to reflect on learning over time, building motivation and taking ownership of their learning.
- allow teachers to identify appropriate learner pathways.
- inform teacher decisions on planning and pedagogy
- help to identify learning issues to support the planning of strategic interventions
- provide a basis for a meaningful dialogue with students, parents/carers and other stakeholders about students' progress.

Progress in mathematics may look very different from one student to the next, from one class to the next and from one school to the next. Learning in mathematics is not necessarily linear, and is intrinsically linked to curriculum design and the interplay between knowledge acquisition, conceptual understanding and the development of skills.

In the BGE pupils have summative assessments at the end of each block of work, covering 3-4 topics, (4 times per year). In the senior phase pupils are assessed at the end of each unit of work, and these assessments contribute to pupil working grades. Senior pupils have additional summative assessments in the form of prelim exams in December and March. Formative assessment takes place at all stages, during lessons, in a variety of forms, including feedback during lessons, diagnostic questions, homework, quizzes, and check tests.

Although short-term assessments may provide evidence that students are secure with recent learning, this is only part of the bigger picture. A collection of short-term assessments is unlikely to give an accurate picture of progress; it may mask issues linked to relative strengths within different topic areas or skills. The use of strategic longer-term assessments will contribute to a clearer picture of progress but need to be timed appropriately and reflect the key learning to be assessed. Opportunities to reflect on learning from a range of numeracy related topics assimilates the connections between the underlying concepts which is important.

Long-term assessments

At Sgoil Lionacleit, our numeracy strategy is underpinned by a commitment to robust long-term assessment practices that support sustained progress and informed planning. Long-term assessments allow us to track attainment and progress over time, ensuring that interventions are timely, targeted, and data-led. Through the use of standardised assessments such as SNSA (P7 and S3), CAT scores (P5 and S1), and ongoing working level judgments from S1–S3, we are able to build a comprehensive picture of each learner's development. These data points inform both individualised support and whole-school approaches to raising attainment. Our long-term assessment model ensures alignment with the Curriculum for Excellence Benchmarks and supports effective transitions between key stages of learning.

Moderation

Moderation of numeracy across the curriculum refers to the process of ensuring consistency, accuracy, and fairness in assessing students' numeracy skills within various subject areas, not just mathematics. This involves teachers working collaboratively to review and compare how numeracy is being integrated and assessed in subjects like science, technologies, geography, business management, and PE, among others. Through moderation, educators align success criteria, expectations, and standards, including CfE benchmarks, ensuring that numeracy is assessed in a way that reflects its application in real-world contexts, while also supporting students' development of problem-solving and analytical skills. This approach encourages a more holistic view of numeracy, fostering greater engagement and proficiency across disciplines.

Pathways

Q:\006 Subjects\Maths\Numeracy pathways

Numeracy CPL Calendar

This CPL calendar is aligned with the Sgoil Lionacleit Numeracy Strategy and aims to support consistency of practice, effective data use, cross-curricular collaboration, and contextual learning with Gaelic integration. All CPL sessions are one hour in duration and take place across three INSET days and one twilight session.

Term	Date	CPL Format	Focus	Led by
Term 1 (Aug)	INSET 11th August	INSET (1 hr)	Consistency of Practice Across the Curriculum: Shared numeracy language, arithmetic techniques Gaelic input	Numeracy Lead, HT and PT Languages
Term 2 (Oct)	INSET 22nd Oct	INSET (1 hr)	Data-Informed Planning & Tracking: P5 CAT, P7 SNSA, S1 CAT and S3 SNSA, with particular reference to benchmarks to inform planning and intervention	Numeracy Lead + SLT Data Lead
Term 3 (Feb)	INSET 18th Feb	INSET (1 hr)	Moderation & Cross-Curricular Numeracy: Application of benchmarks and moderation across departments	Numeracy Lead + Cross-Sector Rep (PT dependent upon data)
Term 4 (May)	Twilight – May TBC?	Twilight (1 hr)	Targeted support for wider staff around feedback from SNSA diagnostic reports	Numeracy Lead + SLT Data Lead

CPL Structure and Follow-Up

- Each session includes:
  - A 20-minute input
  - 30-minute collaborative task/discussion
  - 10-minute takeaway action planning
- Session notes and resources will be shared via the staff CPL Teams channel.
- Departmental follow-up and peer sharing encouraged in monthly department meetings.