



St Peter's Church of England Primary School

MATHEMATICS POLICY

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

ensuring that everyone successfully achieves their full potential.

Aims

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

We aim to provide a curriculum that:

- Promotes enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- Develops logical thinking and reasoning skills through a natural curiosity and investigative approach.
- Develops a thorough knowledge and understanding of numbers and the number system.
- Develops the ability to solve problems through decision-making and reasoning in a range of contexts.
- Develops a practical understanding of the ways in which information is gathered and presented.
- Explores features of shape and space, and develop measuring skills in a range of contexts.
- Understands the importance of mathematical skills in everyday life.

Teaching and learning

Children are taught using a variety of ways according to the age of the child and the objectives for the year group. Daily lessons incorporate opportunities for children to develop their mental arithmetic knowledge, written calculation methods together with opportunities for speaking and listening. Children are encouraged to answer and ask questions and use a wide range of practical resources such as number lines, number squares, digit cards and small apparatus. ICT is also used during lessons to enhance learning through the use of Interactive white boards and interactive mathematical software programmes. Children will be taught in small groups or as a whole class with a range of differentiated activities, open-ended problems and games. Individual and group support is also provided by teaching assistants.

Mathematics curriculum planning

Mathematics is a core subject in the National Curriculum. The new draft Framework for Mathematics provides detailed information of what skills and strategies needs to be taught together with details of the key objectives for each year.

We carry out our curriculum planning in Mathematics in two phases (long-term and short term). The long term planning give details of the main teaching objectives for each term.

The class teacher is responsible for writing the weekly and daily plans for lessons (short-term plans). These plans list the specific learning objective of each lesson and give details of how the lesson will be taught, including information about differentiation and resourcing.

The class teacher keeps these plans and s/he and the Maths subject leader discuss them on an informal basis. In addition the senior team look at examples of Mathematics planning and completes a scrutiny of children's books on a regular basis.

Early Years Foundation Stage

Teachers of Reception children plan following the requirements of the 'Early Years Foundation Stage; Mathematics. Children are given ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities including stories, songs, games and imaginative play, that allow them to enjoy, explore, practise and talk confidently about mathematics. During the foundation stage year, reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time the children move into Year 1 they are more familiar with this delivery.

Inclusion

At our school we teach Mathematics to all children, whatever their ability. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Maths teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Teachers use continual assessment to inform future planning and targets. Opportunities are found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the Maths curriculum where appropriate.

Interventions

Children with special education needs and disabilities are taught within the daily mathematics lesson and are encouraged to take part. Children's IEP's take into account the targets set for individual children and teachers keep these objectives in mind when planning work. Teaching assistants provide further support for groups or individual children and work collaboratively with the class teacher. Teachers' plans not only provide activities to support children who find mathematics challenging but also appropriate challenges for children who are high achievers in mathematics.

Assessment, Recording and Reporting

We assess children's work in mathematics regularly and use this to adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

We make medium term assessments to measure progress against key objectives and use this to inform future planning. Individual target cards are reviewed and shared with the children and parents. We use national tests for children in year 2 and 6, and optional SAT's at the end of year 3, 4 and 5. Foundation stage children are assessed against the foundation stage profile.

Parents are informed of children's progress in mathematics through:

- Informal discussions
- Target cards
- Parental consultation evenings
- Annual and mid-year report

Homework

We provide parents and carers with opportunities to support their children's learning at home. Homework activities are sent home on a regular basis to reinforce concepts taught in school and then returned to school for assessment.

Contributions of mathematics to teaching in other curriculum areas

English

Mathematics actively promotes the skills of reading, writing, speaking and listening. For example we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. They encounter mathematical vocabulary, graphs and charts when using non-fiction texts. Younger children enjoy stories and rhyme that rely on counting and sequencing.

Information and Communication Technology (ICT)

Children use and apply mathematics in a variety of ways when solving problems using ICT. Younger children use ICT to communicate results with appropriate mathematical symbols. Older children use ICT to produce graphs and tables when explaining their results or when creating repeated patterns, such as tessellation. When working on control, children use standard and non-standard measures for distance and angle. They use simulations to identify patterns and relationships. All children play games to reinforce mathematical concepts.

Personal, health and social education and citizenship

The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present children with real-life situations in their problem solving and money work.

Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We often group children so that they can work together and we give them a chance to discuss their ideas and results.

Equal Opportunities and Special Educational Needs

The mathematics curriculum should be delivered in a flexible way, which gives equal access to all children regardless of gender, race or ability. Teachers provide differentiated learning opportunities matched to the needs of children. Children with special educational needs in mathematics have specific

targets set in their Individual Education Plans (IEPs). Children who are more able or gifted and talented are provided with differentiated work according to their learning needs.

Every child matters

Maths allows every child apply their knowledge in practical ways to solve number problems in their everyday lives.

Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have a range of small apparatus with a further resource bank in the maths cupboard off the school hall.

Monitoring and review

Monitoring of the quality of teaching in mathematics is the responsibility of the head teacher. The mathematics subject leader is responsible for moderating the standards of children's work, supporting colleagues in the teaching of mathematics and providing a strategic lead and direction for the subject in the school. The mathematics subject leader gives the head teacher an annual summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

There is a named member of the school's governing body for the subject of mathematics.

Leadership and Accountability

The head teacher ensures that staff, respond to both local and national initiatives and directives appropriately. Internal and external mechanisms regarding quality include: observations, data analysis, consultations, action planning and target setting and policy review. Monitoring takes place through the Senior Leadership Team (SLT), Governing Body, 1-1's/appraisals, performance management and through Ofsted inspections. We review our practice and provision annually with key staff linking areas to our School Development Plan (SDP).

Continuous Professional Development

We are committed to all staff accessing Continuous Professional Development. Individual training will be chosen or identified based on an individual's interests or remits, linked to appraisal or performance management and in response to Ofsted inspections and national/local initiatives. We have systems in place to cascade this information with others to ascertain the impact of the training on our provision.

Date: May 2016

Reviewed by: Sharon Davies

Signed:

Date: