

Burton Leonard Church of England (VC) Primary School



Mathematics Policy

Aims

To raise standards in Mathematics using the current Government guidelines for teaching Mathematics.

To develop fluency skills which enable children to use and apply numbers, measures, shape and space and data handling with competence and confidence in reasoning and problem solving in a range of contexts and persevering in seeking solutions being confident in learning from mistakes.

To develop children's skills in mental calculation by ensuring they have a repertoire of known facts such as times tables, corresponding division facts and number bonds and strategies to draw upon.

To ensure children reason mathematically, follow a line of enquiry, develop an argument, justify and prove using mathematical language.

The Headteacher will:

- Set high expectations and monitor teaching and progress;
- Encourage a whole school approach, keeping parents, governors and all support staff well informed;
- As the Subject Leader, support individual teachers;
Regularly review the mathematics action plan.

Governors will:

- Be well informed through the leadership of the Headteacher as Mathematics Subject Leader and the Maths Governor;
- Support the staff in implementing the school's policy for mathematics;
- Monitor and review progress on the Mathematics Action Plan.

The Subject Leader will:

- Lead by example showing understanding of the subject;
- Offer support to teachers in planning, teaching and assessment;
- Monitor and evaluate teaching and progress;
- Identify training and development needs, plan and deliver training and development needs.

Teachers will:

- Use a range of teaching and learning styles to incorporate
 - Direct teaching
 - Whole class oral/mental sessions
 - Group/paired work
 - Individual work;
 - Multi- sensory learning approaches
 - Pre and post teaching
- Use the National Curriculum objectives to aid planning using:
 - The yearly objectives and programmes of study;
 - The key objectives for assessment;
- Give homework activities in line with the school policy (See Homework Policy)

In the daily mathematics lesson teachers will:

- Share clear key learning questions and steps to success with the children as appropriate;
- Provide daily practice of mental skills including counting, rapid recall, newly learned facts and calculation strategies;
- Maintain good pace and use highly effective questioning;
- Use accurate mathematical vocabulary;
- Engage pupils in challenging differentiated activities using a range of resources, including computing;

Inclusion

At our school we teach maths to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our maths teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities or those with special gifts and talents. We do this by setting suitable learning challenges and responding to each child's different needs. We work across the cluster to provide extended opportunities for children to explore mathematical challenges together.

The SENCO will:

- Support the Mathematics Subject Leader and teachers in dealing with children with special needs and encourage whole class inclusion where possible;
- Use the detailed objectives when preparing Personal Provision Maps and target setting.

Children will be encouraged to

- Enjoy Mathematics and see its relevance in real life;
- Understand what is expected of them on a day-to-day basis;

- Develop mental calculation strategies so that their first reaction to a question is 'Can I do that in my head?';
- Use mathematical vocabulary with confidence;
- Use their knowledge to solve problems, see patterns, make predictions, present information clearly, interpret data;
- Give oral explanations of their methods.

Support staff will:

- Attend training for Mathematics where appropriate;
- Have a clear understanding of their role in each part of the lesson;
- Share the key learning question and success criteria for each lesson and know the key vocabulary to be developed;

Parents will:

- Be encouraged to develop positive attitudes to Mathematics and actively support their children when homework is given;
- Be well informed of their children's progress through annual reports and parent's evenings;
- Be encouraged to use the school website;
- Be invited to Open Book evenings to share learning, be encouraged to ask staff how school teaches mathematics, be invited to attend maths workshops in school.

Early Years Foundation Stage

We teach Maths in EYFS as an integral part of the topic work covered during the year. We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, ELG 11 – Numbers and ELG 12 – Shape, space and measures.

Children can explore their mathematical thinking and develop skills through our play based learning environment both indoors and outdoors.

Assessment for Learning

Children demonstrate their ability in Maths in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. The teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work. We value peer and self assessment as a learning tool. Steps to success are clearly demonstrated and pupils are encouraged to evaluate their own learning, learn from mistakes and look at next steps in learning.

Subject Leader – Amanda Townson

Adopted Summer 2017 Next review Summer 2020

Amanda Townson

A handwritten signature in black ink, appearing to be 'Amanda Townson', with a long horizontal stroke extending to the right.