



Mathematics Policy

Date Approved 9/03/16

Date of Renewal 03/19

Headteacher

Chair of Governors

Introduction

- Every child in the school has an entitlement and equal right of access to mathematics regardless of ability, gender or race. It is the responsibility of all members of staff to implement this policy.

What is Mathematics?

Mathematics is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Mathematics 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.

Rationale

Mathematics is important because:

- It is a key skill without which children will be disadvantaged throughout life.
- It is widely used in society, both in everyday situations and in the world of work.
- It can be used to represent or communicate ideas, to predict, to explain and verify.
- It can be interesting and enjoyable, providing intellectual challenge.

Aims

Our aims in teaching mathematics are that all children will, to the best of their ability:

- Achieve a high standard in Mathematics and a range of other mathematical skills.
- Apply these skills with confidence and understanding when solving problems.
- Enjoy the subject and study it with confidence and a sense of achievement.

Statutory Requirements

- Mathematics is a core subject and statutory requirements for its delivery are laid out in the NC document for KS1 and KS2.
- To provide effective learning opportunities for all pupils.

Strategies for the teaching of Mathematics

- The programme for teaching and learning is based on the statutory requirements in the National Curriculum Document.
- Class Teacher is responsible for implementing the programme.
- The National Curriculum is the basis for a developing scheme of work through Key Stage 1 and Key Stage 2.
- Children have access to a core of basic maths equipment within each classroom.
- The co-ordinator should be aware that termly plans of work from staff reflect classroom activities.
- To teach awareness of Mathematics strategies in other areas of the curriculum. This will allow children to begin to use and apply mathematics in real contexts.

Strategies for ensuring continuity and progression

- The National Curriculum ensures continuity and progression through KS1 and KS2 and is the basis of a developing scheme of work.
- Class teachers give copies of termly plans of work to co-ordinator and Headteacher.

Role of the co-ordinator to:

- Support and encourage colleagues in their efforts to implement requirements of National Curriculum.
- Working with staff to ensure good standards of equipment in each class.
- Ensuring that staff have personal resources to help deliver lessons.
- By attending STEP maths meetings and other relevant training, be aware of developments in maths and disseminate information to colleagues as appropriate.
- Be aware that termly plans of work reflect classroom activities.

Strategies for Assessment, Recording and Reporting

- Formative assessment is mostly carried out informally by teachers on a daily basis.
- Annual school tests.
- Through the use of Foundation Baseline at the beginning of the Reception year and the EYFS Profile at the end of the year, teacher assessment, SATs at KS1 & 2.
- Recording: Results of Teachers Assessment, SATs, NFER, etc., recorded on summative data in cohorts.
- Reporting: Reporting to parents verbally in Autumn and Spring terms through interviews, and by written reports at the end of each academic year.

SEN

Children requiring extra help, which can be defined by: Teacher assessment; SATs; in-school tests; parental or teacher concern, have access to:

- Closer monitoring on a daily basis in the classroom;
- Working with class teacher in small groups in specially allocated time (KS2);
- Working with Teaching Assistants in class on one to one or small group basis;
- Working with individuals and small groups with SENCO and SEN TA as appropriate.