

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Mathematics Policy January 2018

Review: January 2019

MATHEMATICS POLICY

ETHOS STATEMENT

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

National Curriculum, 2014

Aims

All pupils should have the same opportunities:

- to become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Objectives

- to ensure that all pupils follow a broad and balanced mathematics programme based on the requirements of the National Curriculum;
- to ensure that all pupils are provided with interesting and challenging tasks that enable them to achieve standards commensurate with their abilities and potential;

- to ensure that all pupils can work individually, collaboratively in groups and within the whole class;
- to allow pupils to develop as independent learners, able to make decisions about their own work.

Principle of teaching and learning

Mathematics teaching throughout the school should be lively, engaging and involve a carefully planned blend of approaches that direct children's learning. An emphasis on Speaking and Listening is particularly important.

The skills and knowledge that children are expected to learn should be clearly defined. Teacher's unit overview plans should map out the learning journey of each unit demonstrating significant learning steps.

In order to meet the needs of all children good quality first teaching will take account of all abilities. Clearly differentiated lessons will ensure that all children are supported and challenged; in addition interventions will be used if necessary.

Cross-curricular skills and links

Mathematics has wide cross-curricular applications and implications. These are developed through relevant work in different subject areas and involve a range of mathematical skills. These include activities such as, but not only, scale drawing and measuring in technology, collecting and representing data in different forms in science and geography, time and dates in history, patterns in art and music, and scoring and counting in PE.

Assessments

Focused formative assessments should be made during each mathematics lesson and these should inform subsequent planning. Teachers may annotate their plans; use assessment feedback sheets or record using Target Tracker to show this.

Records will be kept on the achievements of each pupil linked to the National Curriculum Year Group they are working in. These will be updated termly and passed on to the next teacher at the end of the year.

A more formal summative assessment is made at the end of each term. These assessments are input into Target Tracker for use by the Subject Leader, SLT, Headteacher and Governors. Pupil Progress meetings are held termly to track the progress of classes, groups and individuals and to ensure all pupils are making appropriate progress.

Termly plans outline the units of work and cross curricula links. Weekly plans show learning objectives, activities, tasks, groupings and strategies. Weekly plans are saved on the network at the beginning of each week. Annotated plans are to be kept in teachers planning file.

Equal opportunities

The school's EO policy applies to all areas of the curriculum and includes mathematics. Teaching materials and resources reflect the cultural and ethnic diversity of society and to ensure that no stereotyping occurs through either gender or race. The full participation of both boys and girls is encouraged in all lessons and care is taken to ensure that neither gender is disadvantaged in whole class teaching situations.

Resources

Basic mathematical equipment used regularly is in each classroom. More specific equipment is stored in the Maths area in the KS2 area or in the KS1 cupboard outside the Year 2 classroom.

Resources are reviewed annually and the Subject Leader co-ordinates the purchase of new resources when necessary.

Health and Safety

With reference to the school's Health and Safety Policy children should be taught the use of all mathematics equipment and apparatus.

Care should be taken with younger children when using small apparatus, such as counters.

Group work outside the classroom should be supervised.

Review

The policy will be reviewed annually to ensure it reflects changes within the curriculum.

Reviewed and updated by Martin Harper, January 2018
Next Review January 2019