

Maths Policy



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

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Ernesettle Community School
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POLICY FOR MATHEMATICS

1. INTRODUCTION

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards Mathematics that will stay with them to encourage economic wellbeing.

The National Curriculum order for Mathematics describes what must be taught in each key stage. Ernesettle Community School follows the Mathematical programme of study 2014 which provides detailed guidance for the implementation of the National Curriculum for Mathematics. This ensures continuity and progression in the teaching of Mathematics. In the Foundation Stage, where Mathematics is defined as a specific area and divided into number and shape, space and measure, the children are engaged and challenged with age appropriate targets.

This policy follows a whole school format and rationale.

2. RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a community primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Mathematics. It reflects the essential part that Mathematics plays in the education of our pupils. It is important that a positive attitude towards Mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

3. SCOPE

This statement of policy relates to all pupils, staff, parents, carers and governors of Ernesettle Community School. The age range of pupils from 2 - 11 must be acknowledged in the creation of policy and the development of the Mathematics curriculum.

4. PRINCIPLES

The principles of Ernesettle Community School for Mathematics are:

- policy and provision are evaluated and reviewed regularly.
- resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the School Development Plan.
- the governing body of Ernesettle Community School discharges its statutory responsibility with regard to Mathematics.
- cross curricular links will be encourage to make links with the real world and integrated where appropriate.
- planning of Mathematics ensures continuity and progression across all year groups and key stages.

5. AIMS

5.1 General

Although relating specifically to Mathematics our aims for the subject are also in line with the school's general aims. We aim to provide the pupils with a Mathematics curriculum, which will produce individuals who are literate, numerate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical knowledge, skills and understanding to their full potential.

5.2 Specific

Our pupils should

- have a sense of the size of a number and where it fits into the number system
- know by heart multiplication and division facts up to 12 x 12 by the end of Year 4.
- know by heart number facts such as number bonds, doubles and halves
- use what they know by heart to figure out numbers mentally
- calculate accurately and efficiently, both mentally and written, drawing on a range of calculation strategies

- make sense of number problems, including real life problems, and recognise the operations needed to solve them
- discuss and explain their methods and reasoning using correct mathematical terms
- judge whether their answers are reasonable and have strategies for checking them where necessary
- suggest suitable units for measuring and make sensible estimates of measurements
- explain and make predictions from the numbers in graphs, diagrams, charts and tables in appropriate curriculum areas
- develop spatial awareness and an understanding of the properties of 2D and 3D shapes

6. PROVISION

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills in and across each phase of education.

Lessons follow the agreed format with a mental/oral starter, a main teaching activity and a plenary session. The teaching of Mathematics at Ernesettle Community School provides opportunities for:

- group learning
- adult guided groups
- paired learning
- whole class teaching
- individual learning

Pupils engage in:

- the development of mental strategies
- written methods
- practical tasks
- investigational learning
- problem solving
- mathematical discussion
- consolidation of basic skills and number facts
- the appropriate use of ICT to support learning

At Ernesettle Community School we recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced. When these skills have been clearly achieved, then the stages of development in written methods are implemented as defined in the school's calculation policy. We use vocabulary from the relevant year group when planning to help determine the appropriate terminology to use in our teaching. Children are expected to use this terminology in their verbal and written explanations.

Mathematics contributes to many subjects and it is important children are given opportunities to apply and use Mathematics across the curriculum and in real contexts when possible. For example, each year group will incorporate a business enterprise week into the curriculum.

We endeavour at all times to set tasks that have high expectations for all, are challenging, motivating and encourages pupils to talk about what they have been doing as well as responding to written questions to develop their understanding as outlined in the school's marking policy.

6.1 Early Years

See EYFS curriculum guidance for Mathematics.

6.2 Key Stage 1

See the Mathematics programme of study 2014: Key Stage One objectives.

6.3 Key Stage 2

See the Mathematics programme of study 2014: Key Stage Two objectives.

7. ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process being monitored by the Target Tracker Application. It is the responsibility of the class teacher to assess all pupils in their class.

In our school we are continually assessing our pupils and recording their progress. We see assessment for and of learning as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Information for assessment will be gathered in various ways: by talking to the children, observing them, marking their learning, etc. Teachers will use these assessments to plan further lessons. Ongoing assessment relating to the Target Tracker Application statements for each pupil shall be recorded electronically. The children will be formally assessed three times a year to record progress and this progress will be assessed during Pupil Progress Meetings and Inclusion Reviews.

See school assessment policy for specific detail.

8. ROLE OF THE SUBJECT LEADER

The Mathematics subject leader is responsible for co-ordinating Mathematics through the school. This includes:

- ensuring continuity and progression from year group to year group
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of Mathematics throughout the school
- assisting with requisition and maintenance of resources required for the teaching of Mathematics. Again this will be within the confines of the school budget
- to monitor teacher's planning and children's outcomes to ensure high standards of provision

9. ROLE OF CLASS TEACHER

Class teachers are to ensure progression in the acquisition of mathematical skills with due regard to current curriculum.

- to develop and update skills, knowledge and understanding of Mathematics
- to identify inset needs in Mathematics and take advantage of training opportunities
- to keep appropriate on-going assessments
- to plan effectively for Mathematics liaising with subject leader when necessary. Using the school's short, medium and long term planning procedures
- to inform parents of pupils' progress, achievements and attainment

10. EQUAL OPPORTUNITIES

All children have equal access to the curriculum and appropriate access arrangements are made when required. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

11. PARENTAL/CARER INVOLVEMENT

At Ernesettle Community School we encourage parents and carers to be involved by:

- inviting them into school twice yearly to discuss the progress of their child
- inviting them into school in the summer term to discuss the yearly report
- circulating information via newsletters when significant changes have been/are made to the Mathematics curriculum
- holding workshops for parents/carers focusing on areas of Mathematics