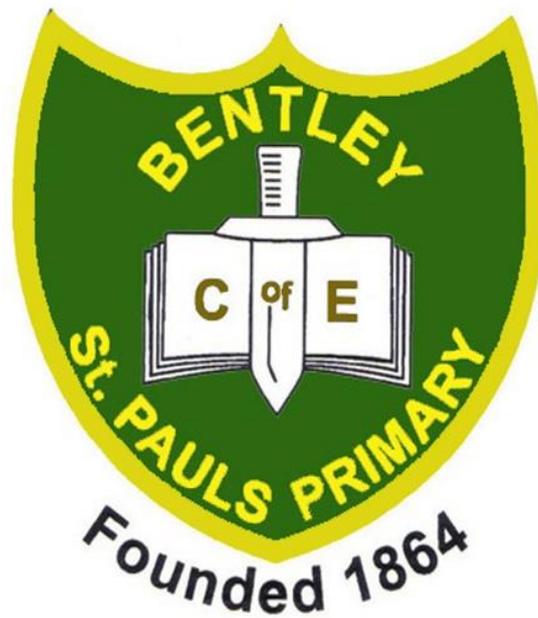


BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

POLICY FOR MATHEMATICS



'Growing together in faith, love and trust, we will succeed.'

Date of Policy:

Date of Review:

Date Ratified by FGB:

Purpose:

Mathematics is uniquely powerful in helping us to make sense of, and describe, our world, and in enabling us to solve problems.

Mathematics is a fundamental skill relevant to many aspects of working and social life.

Aims:

Our aim is to help all pupils, irrespective of gender, race and culture to develop as far as possible the knowledge, skills and understanding in mathematics which will be required in further study and adult life.

All staff has high expectation for all our pupils.

We also aim to engender a fascination with the subject and give all children the confidence to use their mathematical knowledge and understanding with fluency and accuracy.

We aim to ensure that the statutory requirements of the National Curriculum are met.

Curriculum Organisation:

- Our curriculum has been designed using the objectives set out in the National Curriculum and a full coverage of the Programs of Study can be seen across the key stages.
- Topic approach to planning
- Foundation subjects taught in blocks and through other subjects throughout the year
- Long term/ medium and short term plans have been developed to ensure continuity and progression across the school
- Lessons are planned for an hour a day and are differentiated throughout the key stages.

Curriculum Monitoring:

- Subject leader monitors the planning and implementation of the subject through work scrutiny, lesson observations and overview of planning
- Climate walks
- Ensures coverage of NC requirements
- Ensures there is progression
- Monitors effectiveness of resources
- Monitors progress in subject through analysis of data

- Reports annually to headteacher on progress of subject

Approaches to Teaching and Learning in mathematics:

Our philosophy on teaching and learning is outlined in our **Teaching and Learning Policy** to which reference should be made.

We aim to provide all children with high-quality direct teaching every day, which is oral, interactive and lively.

All pupils are entitled to a broad mathematical curriculum in which their learning needs are identified and met. Pupils should experience a range of practical and written activities on number, shape, space and data handling.

The curriculum is planned and delivered by class teachers. Planning is based upon the National Curriculum Programmes of study, statements of attainment, the updated Primary Framework for Mathematics and the curriculum guidance for the Foundation Year.

Different Methods of teaching used includes directing and steering children to explore, identify and use rules, patterns and properties and model this process. Build in frequent short and sharp periods of practise and consolidation.

We aim to spend as much time as possible on each lesson in direct teaching and questioning of the whole class, groups of children, or individuals. We aim for a balance of different elements in our teaching, namely directing, instructing, demonstrating, explaining and illustrating. We encourage children to make decisions, communicate their understanding to others and to reason.

Embedding Mathematics across the curriculum:

Mathematics is an integral part of our daily lives and therefore manifests itself in many areas of the curriculum.

Where possible teachers will link mathematics with other curriculum areas in KS1, KS2 and areas of learning in the foundation stage.

Outdoor environment is used as much as possible to encourage rich and varied learning in mathematics.

Recording, assessment and reporting:

- Formative assessments in the form of marking of children's work which includes next steps
- Children self-assessing their own work against set criteria, ie LO
- Core subjects – termly assessments – data collected and analysed by assessment leader, subject leader and class teacher

- Foundation subjects yearly assessments made using level descriptors – data collected and analysed by subject leaders to support subject monitoring and effectiveness of the curriculum
- APP (Assessing Pupil Progress)
- Day to day assessments to help with future planning and next steps for children

These are all designed to take learning forward, pupils will be assessed using a variety of strategies – observation, questioning, and marking in accordance with the school's marking policy.

In foundation stage the pupils will be assessed in order to comply with the curriculum guidance for the foundation stage (2012) throughout the year. The focus will be on:

- Numbers
- Shape, space and measurements.

Statutory Assessment Tasks (SATs) will be administered in accordance with the law at the end of KS1 and KS2. It is the school's policy to deliver these until government guidance changes.

Year 6 have sat their Statutory Assessment Tasks in May 2013.

Inclusion - SEN, G&T, Ethnicity, Gender:

- Differentiation
- Curriculum catering for needs of all pupils – accessibility
- Tasks will be set which challenges all pupils, including the more able (GT)
- Pupils with SEN the task will be adjusted or pupils may be given extra support.
- Intervention groups are used from EYFS all the way up to year 6 to help with progress
- Good use of teaching assistants
- The progress of pupils within minority groups will be closely monitored

Resources:

- Subject budgets
- Resources audits – available in subject leader file
- Monitoring of curriculum

Homework and involvement of parents

In EYFS children are given non-compulsory mathematics and literacy homework every half term which is differentiated. At least 5 reading books are sent home for the children to share/read to their parents.

KS1 has an open afternoon every half term where the parents are invited to look at their child's mathematical work and gives them a chance to speak to the class teacher.

In KS1 and KS2 all children are given one piece of mathematical homework a week which is differentiated.

KS2 uses 'mymaths' website for children to assess homework, help and support.

Parent's evenings are held twice a year where the teacher discusses progress in mathematics. Additionally parents are informed about their pupil's mathematical targets.

In accordance with statutory requirements an Annual Report is sent to parents towards the end of the Summer Term. This report covers progress, achievements and includes the level achieved in the SATs if appropriate.

Mathematical work shop is run for KS2 once a year to help explain the calculation strategies.

Health and safety

It is the responsibility of the class teacher to ensure a safe working environment.

All activities take into account health and safety requirements as set out in the schools health and safety policy

Please refer to the school Health and Safety Policy for further information.