

SCHOOL POLICY FOR MATHEMATICS			
Co-ordinator: H. Coleman	Buddy: K. Ferriday	Date Adopted: Autumn 2015	Review by: Summer 2018
How the Policy developed: A review of the existing policy. All teaching staff included during policy review process. Policy revised following Government revision of the National Curriculum.			
How it relates to the School Development Plan: Maths is a priority on the development plan 15/16 and will continue to be monitored each year by Subject leader and Head			
Key Targets for the Period to the Date of the Policy review: <ol style="list-style-type: none"> 1. Policy to be adopted by staff and Governors. 2. Teaching to be monitored and agreed to ensure a consistent whole school approach providing regular problem solving and real life maths opportunities. 3. Closer liaison between all classes and cohorts in order to facilitate progression. 4. Monitor progression rigorously. 87% + of every cohort should achieve their target. 5. Monitor termly planning, teaching and evaluation. 6. Embed consistent assessment of maths across both KS1 and KS2. 7. Maintain high standards of marking in pupils' books. 			
Tasks	Action Group	Timescale	Cost
Target 1 – Adoption of Policy	Staff and Governors	Autumn 2015	-
Target 2 – monitoring teaching strategies and progression	Head and S.M.T.	Summer 2015 and on-going.	2 ½ supply days per term
Target 3 – Book Scrutinies	Head and S.M.T.	Termly	1 supply day per term
Target 4 – General subject audit	Subject leader	Annually	Resourcing
Target 5 – Moderation of assessment	Staff	On-going	-
Intentions: To adhere to the school's marking policy (please refer to separate policy.) To adhere to the school's calculation policy (please refer to separate policy.) To maximise effective implementation and delivery of the National and Early Years Curriculum. To include at least 5 hours in of Mathematics lessons in each week, and cross curricular opportunities to apply maths skills. To encourage, in all the children, a positive attitude to Mathematics as an interesting and attractive subject open to all. To provide suitable differentiated activities in order to maximise children's potential. To aim for all children to achieve their own potential and achieve at least the standard of the National average for both KS1 and KS2 wherever possible, accepting that some SEN children may work to other predetermined standards. To ensure continuity for the children who move on through Key Stage 1 to Key Stage 2. To reach and, if possible, exceed the agreed end of key stage targets and also internally agreed targets (see target setting policy). To ensure that all children, but particularly the most able children are challenged to deepen their understanding and to develop mastery.			

Aims and Objectives

Aims:

- For children to be numerate, spatially aware, able to measure and to have developed an ability to identify relationships and appreciate mathematical patterns, and for children to feel confident in their own ability to understand and achieve success in mathematics.
- To present children with both challenging and achievable targets in order to develop and extend logical and mathematical thought.
- To use a variety of teaching strategies in order to develop mathematical confidence and maintain high standards of achievement.
- To recognise the value of Speaking and Listening in mathematical learning.
- For children to be able to use and select equipment for appropriate situations.
- To provide regular opportunities to apply what has been learnt to real life and practical situations.
- To enable children to enjoy and appreciate the fascination of mathematical structures.
- To consistently provide opportunities to develop mastery and deepen children's understanding.

Objectives:

- To follow the structure of the National Primary Strategy for Maths and Early Years Foundation Stage Curriculum.
- For children to be able to communicate mathematics, finding and using appropriate language and in a suitable form.
- To teach a range of standard and non standard strategies to enable children to solve mathematical problems using both mental and written methods in line with the school's Calculation Policy.
- To ensure pupils acquire and develop knowledge, skills and understanding through consistency of teaching, practical work, problem solving (including examples of S.A.T.S. questions), using physical materials and accompanied with a quick mental recall of basic facts.
- To apply mathematics to a range of real life and cross curricular situations, using explorations and investigations, the selection and use of suitable equipment and materials and the awareness of different ways of arriving at the same solution.
- To make use of a range of written, online and practical materials in order to support teaching and mathematical activities.
- To make use of target setting in order to ensure that children aim to achieve their potential.
- To develop independence in children's mathematical thinking and learning.
- To provide clear guidance on the procedure needed to select and use equipment to obtain maximum benefit from their use.
- To reach the agreed end of key stage targets and also internally agreed targets.

Principles of Teaching and Learning

Whole school:

To involve children in the processes of thinking and communicating, and acquiring skills through;

- New knowledge
- Reinforcement and consolidation
- Recording
- Evaluating
- Target setting

To teach mental maths strategies, providing a range of models for children to use in their own calculations.

To meet the needs of individuals through differentiated teaching and planning using a range of classroom resources, I.C.T. and published material.

Teachers will monitor and assess children's progress by using a variety of assessments, both formal and

informal, closely linked to the National Curriculum and Early Learning Goals.
To be reflective practitioners who seek to develop our practice for the good of children in our care.
To mark children's work in accordance with the school's marking policy, reflecting the learning objective for the lesson (or series of lessons).

In the Foundation Stages 1 and 2 we follow the revised EYFS Framework 2012 which states:

The areas of learning and development

1.4 ...All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Through our teaching of mathematics, the three prime areas are strengthened and applied.

Our teaching and learning involves activities and experiences for children, as follows:

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. We do this through a variety of play based and teacher led activities and experiences both indoor and outdoor; through role-play, songs and rhymes, games and stories and creative activities.

Key Stage 1 (and Foundation Stage when appropriate)

Children identified with specific difficulties in areas of mathematical learning will have 1:1 or small group intervention to support their learning as and when necessary.

Key Stage 2:

Appropriate intervention will be made for individual learners, through 1:1 support or small groups. Children with specific difficulties in areas of mathematical learning will use appropriate programmes to support their learning as and when necessary.

Equal Access and Outcome (please refer to all Equality policies)

We intend that our system of planning will allow us to take account of equality of access to the maths curriculum in the following areas:

Gender equity, in ensuring that our individual target activities reflect a mix of girls and boys and that, where appropriate, we positively discriminate with targeted teaching.

Children with additional needs, in targeting specific activities to support the requirements of those children in need of learning support, and to support left-handed children by resourcing appropriately.

Class and culture, in ensuring that the resources we provide and the activities that we plan give children an understanding of and a respect for a variety of life experiences.

Health and Safety

We adhere to the school Health and Safety policy.

We will maintain an awareness of Health and Safety issues both in the activities we plan and the equipment we provide for children.

We take extra care if we plan for work to happen outside school. All visits are properly planned and are checked against the requirements procedure for educational visits.

Implementation

- All staff will have a copy of this policy document by end of Summer Term 2015.

- Policy to be presented to the Governors curriculum committee for approval in Autumn Term 2015.
- All staff understand that it is our agreed procedure for the start of the Autumn term 2015.
- The policy and resourcing of the maths curriculum will be monitored by the Maths Subject Leader.
- Planning and delivery of the Maths curriculum will be monitored by the Maths Subject Leader and Head.
- The Head will arrange any further staff development relating to the development of Mathematics.
- Each class teacher will be responsible for the preparation of teaching plans for their class in accordance with our agreed policy and will use professional discretion for time given to teach each concept for children's understanding. Teachers of similar year groups will be responsible for planning and assessing jointly to ensure consistency.
- Individual targets will continue to be used and reviewed.

Continuity and progression

This will be addressed by the staff as a whole with staff discussions, assessments carried out by the class teacher and an overview being taken by the Maths Subject Leader and Head through book scrutinies, moderation and lesson observations.

Assessment and record keeping will be in line with the school policy {please refer to separate Assessment policy.} Progression will be monitored on cohort tracking sheets.

Pupils will work towards achievement of their individual targets, based on F.F.T., for the end of Key Stages 1 and 2, or beyond if they are able.

National Assessment Tasks (SATs) will be carried out by Year 2 and year 6 from 2016, both during the Summer Term, following the requirements of assessment for the 2014 National Curriculum .

Year 3, 4, and 5 pupils will be assessed and progress will be reported to parents by the end of the school year.

Foundation Stage Profile assessment takes place at the end of Reception year.

Resourcing

Resources are generally reviewed by the Maths Subject Leader with additional staff input, with new resources becoming available when the budget allows.

Assessment resources – Early Years Foundation Stage profiles, end of year assessments, SATs past papers, problem solving activities, fluency and reasoning across the curriculum.

KS1 – the majority of children's maths resources are stored in each class base. Other resources are kept in the central maths cupboard. Maths games library contains games for use in class and for taking home.

KS2 – The majority of children's maths resources are stored in each class base. Other resources are stored centrally in the general resource room (IT suite).

Teacher's resource books are stored in the general resource room (KS2) and other resources include IT programs which enable children to apply and develop their IT skills in their study of mathematics and general Internet resources.

To take all opportunities for external resourcing

Reporting

Written reports for parents will be presented in February of each year.

Results of end of year assessments including National Assessment Tests for Year 2 and Year 6 children will be reported to parents in July.

Verbal reports to parents will be conducted at certain dates during the school year, including Foundation Stage.

Summary

Children are encouraged to develop a positive attitude to Mathematics, using a range of strategies and equipment. Mathematics is a Core Curriculum subject and we expect that by the end of Key Stages 1 and 2, children should achieve, or exceed, the standard of the National Average.