

# Howden-le-Wear Primary School



## Mathematics Policy

### **Policy and Practice**

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6<sup>th</sup> February 2018



# Howden Le Wear Primary School



## Mathematics Policy

### **INTRODUCTION**

At Howden-Le-Wear Primary School we believe that mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems

### **It is our aim to develop:**

- a positive attitude towards mathematics and an awareness of the fascination of mathematics
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life situations
- an understanding of mathematics through a process of enquiry and experiment

### **TEACHING AND LEARNING**

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating eg. mental, pencil and paper and using a calculator
- working with computers as a mathematical tool

Our staff have high expectations of all children, irrespective of ability, and encourage them to be successful and achieve their full potential.

Where Teaching Assistants are available, they are used to support individuals or groups, either within the class or withdrawing them for intervention strategies.

### **CROSS-CURRICULAR ISSUES**

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to make links between maths and other curriculum subjects.

## **TEACHERS' PLANNING AND ORGANISATION**

The approach to the teaching of mathematics within the school is based on:

- a mathematics lesson every day in Key Stage 1 and 2, with a clear focus on direct, instructional teaching and interactive oral work with both the whole class and smaller ability groups
- through both child-initiated and adult-led activities in the Early Years Foundation Stage

Key Stage 1 and 2 teachers plan lessons encompassing the aims and content of the new national curriculum introduced in 2014. Teachers of the Reception children plan teaching and learning opportunities based on children's age and stage of development, ensuring that they are working towards the Early Learning Goals in the Mathematics aspects of the Early Years Foundation Stage Framework.

Howden-Le-Wear Primary School also has a 'Progression in Calculation Policy', which is used throughout the school to ensure the continuing, and gradual, development of number skills.

## **DIFFERENTIATION**

This should be incorporated into all mathematics lessons and can be done in various ways:

- Differentiated Activities which can be accessed by children of different abilities, supporting and challenging all.
- Common Tasks which are open ended activities/investigations where differentiation is by outcome.
- Resourcing which provides a variety of uses depending on abilities eg. counters, cubes, 100 squares, number lines, mirrors.
- Grouping according to ability across year groups within a mixed-age class, so that the groups can be given different tasks when appropriate. Activities are based on the same theme and usually at no more than three levels.

## **SPECIAL EDUCATIONAL NEEDS/ GIFTED AND TALENTED**

Children with SEN are normally taught within the daily mathematics lesson (please see the section on differentiation). When additional support staff are available to support groups or individual children they may withdraw small groups to use mathematics intervention materials.

Within the daily mathematics lesson teachers not only provide activities to support children who find mathematics difficult, but also activities that provide appropriate challenges for children who are high achievers in mathematics.

## **EQUAL OPPORTUNITIES**

All children should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability.

## **PUPILS' RECORDS OF THEIR WORK**

There are occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

A range of work/ exercise books are provided for pupils to record their work, which are appropriate the age and key stage of the children.

## **MARKING**

The marking of mathematics work follows the whole school marking policy and consists of both verbal and written feedback.

## **ASSESSMENT AND RECORD KEEPING**

In Key Stage 1 and 2 medium term planning formats provide opportunities for formative and ongoing assessment of the pupils within each maths topic or term. At the start and end of each term, there are summative assessments of all children using a range of resources, such as the CGP maths assessment materials, age related maths assessments and practice SATs. Year 3 to 6 pupils also take SATs or optional SATs assessments towards the end of the Summer Term. The Year 2 pupils complete formal SAT testing to gauge and support a teacher assessment judgement in the summer term.

Children in school are also given maths targets each term.

In the Early Years Foundation Stage, progress across the year is assessed against the Early Learning Goals of the Early Years Foundation Stage Curriculum. A final judgement is made in the Summer Term as part of the Foundation Stage Profile. Assessments are based on observations evidence of child-led activities and through adult focussed activities.

## **REPORTING TO PARENTS**

Parents are given the opportunity to discuss their child's progress on parents' consultation evenings and through an annual written report. Teachers use the information gathered from their observations and assessments to help them comment on individual children's progress.

## **MONITORING AND EVALUATION**

The mathematics coordinator has subject leader release time each term. This time is used to monitor and evaluate the quality and standards of mathematics throughout the school and enables the coordinator to support teachers with mathematics.

Opportunities for teachers to review the subject of maths is given on a regular basis during staff meetings.

## **PRACTICAL RESOURCES**

Resources which are not used or required regularly are stored centrally and accessed by teachers as needed. Other resources are stored within the classrooms and are easily accessible to all children, allowing them to become familiar with the relevant equipment.

## **HOMEWORK**

It is our school policy to provide parents and carers with opportunities to work with their children at home on maths activities. These are valuable in promoting children's learning in mathematics. The content of homework activities are decided by individual class teachers.

## **ROLE OF THE CO-ORDINATOR**

- To take the lead in policy development
- To support colleagues.
- To monitor progress in Mathematics – eg leading staff CPD, scrutiny of work, analysis of formal assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for Mathematics, in consultation with colleagues.
- To liaise with other members of staff to form a coherent and progressive scheme of work which ensures both experience of, and capability in, Mathematics.
- To be familiar with current thinking concerning the teaching of Mathematics, and to disseminate information to colleagues.
- The co-ordinator will be responsible to the Headteacher and will liaise with the named link Governors.

Signed: \_\_\_\_\_ Governor from Curriculum/Standards  
Committee

Date: \_\_\_\_\_

To be reviewed: February 2019