Forton Primary School ~ Mathematics Policy

Mathematics Coordinator: Bryan Hall
Date policy written: January 2018
Date approved by the full Governing body: January 2018
Date to be reviewed: January 2020

Mathematics is a universal language. 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.

Aims

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern both in number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

At Forton School, we aim to enable pupils to:

- develop a positive attitude to mathematics;
- develop mathematical skills and knowledge and quick recall of basic facts;
- solve a range of problems using written and mental methods;
- develop mathematical understanding through a process of enquiry and experiment;
- encourage the effective use of mathematics as a tool in a wide range of activities within school and for everyday life;
- develop the confidence to discuss their work using correct mathematical language and vocabulary;
- develop an appreciation of creative aspects of mathematics.

Environment
The school aims to provide a number rich environment:

- through displays of work that celebrate achievement
- by providing a comprehensive range of good quality resources
- by managing storage and ease of access to maths resources
- classroom/school displays with specific focus on aspects of maths e.g. famous mathematicians, number facts etc.

Forton Primary School ~ Mathematics Policy

Teaching and Learning

The school uses a variety of teaching styles to cater for the different learning styles of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group-direct teaching.

During these lessons we encourage children to ask as well as answer mathematical questions. Work is differentiated with all pupils working on a common theme. This ensures that teachers and teaching assistant are involved in the delivery of each session so they can work with the whole class, with groups of pupils and, at times, individual pupils.

Teachers will plan for different levels of differentiation when it is appropriate. Differentiation might be by:

- task
- expectation
- recording (written, oral, etc.)
- outcome
- level of support (use of resources, adult intervention)
- time

Mathematics is a core subject in the National Curriculum, and we use the Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2014) and the Mathematics Planning National Curriculum documentation – Lancashire County Council (2015) as the basis for implementing the statutory requirements of the programme of study for mathematics.

Mathematics KLIPS (Key Learning Indicators of Performance) are also used for both planning and assessment purposes.

Medium-term mathematics plans, from Lancashire, give details of the main teaching objectives for each half term. They ensure an appropriate balance and distribution of work across each term. Short-term planning includes a dedicated maths lesson every day and includes mental calculation strategies.

It is important that pupils experience a consistency of approach in developing mental and formal written methods for calculating. At Forton School, we teach the methods detailed in our Calculation Policy.

Forton Primary School ~ Mathematics Policy

The Foundation Stage

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Revised Statutory Framework for the EYFS (2012) and the Development Matters in the EYFS (2012). We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use, enjoy, explore, practise and talk confidently about mathematics

Special educational needs

- All pupils share in the starter and main teaching, where necessary with the support of an additional adult.
- Whenever possible a child will be included and encouraged to develop and use independent learning support strategies.
- A pupil might be withdrawn to work with a special needs teacher, or be supported by a special support assistant, during the main input or independent work time.

Please see SEND Policy Document for statements on inclusion and able children.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, T.A feedback and pupil self-assessment.

Assessments are used to assess progress against school and national targets. National tests are used for Y2 and Y6 annually. Using KLIPS and the DFE interim frameworks enables teachers to individually track children and determine their targets or individual / group interventions. Assessment Information is passed onto the next teacher. Teachers will set targets based on each year group's non-negotiables. These will be tested regularly and new targets will then be set.

Marking

Is consistent with the school's marking policy.

Forton Primary School ~ Mathematics Policy

Standards

The coordinator and staff will scrutinise maths evidence at least once a term.
The coordinator will monitor planning and observe teaching regularly.
The coordinator will monitor and audit resources annually and will ensure that adequate resources are provided within the budget.

Computing in Mathematics

Opportunities for using computing skills are embedded within the medium term planning of the curriculum Scheme of Work. Also refer to Computing Policy document.

Resources

There is a range of resources to support the teaching of mathematics across the school. Staff are encouraged to use practical and visual models to support children's learning in mathematics. Interactive whiteboards, maths games and audio CDs are also used regularly and all classrooms have a wide range of appropriate practical apparatus which children are taught to select independently.

Reporting Procedures

We hold two parents' evenings each year. A brief written evaluation and next steps are provided at these meetings.
We report in a written format once a year.

Monitoring and evaluation of the policy:

Monitoring and evaluation will be carried out by the:

- Head teacher
- Coordinator
- Maths governor

This will include:

- classroom observation (by maths coordinator annually at least)
- scrutiny of planning (by maths coordinator termly)
- scrutiny of children's work (by maths coordinator, termly)
- moderation exercises (by whole staff, annually)
- interrogation of data (head and coordinator annually)
- cluster involvement

- specialist leader advice
- INSET
- regular reports submitted to Governors via Head Teacher and maths Coordinator