

## **RATIONALE**

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 also provides the materials and means for creating new imaginative worlds to explore.

## **AIMS**

At Tickhill Estfeld we use the The National Curriculum 2014 for teaching Mathematics, 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.
- an understanding of mathematics through a process of enquiry and experiment.

## **OBJECTIVES**

The objectives covered can be found in National Curriculum 2015.

## **CURRICULUM**

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.

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. Children are encouraged to use mental strategies before resorting to a written algorithm (see Maths Calculation policy).

Our school scheme of work is a working document and as such is composed of ongoing plans produced on a week by week basis. This is developed from The National Curriculum 2014 and takes into consideration the needs of our children. Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities including planning opportunities for children to practise and apply their basic skills in topic sessions.

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the mathematics coordinators.

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

- a mathematics lesson every day
- a clear focus on direct, instructional teaching and interactive oral work with the whole class and group
- an emphasis on mental calculation

Each class organises a daily lesson of approximately sixty minutes for mathematics. Lessons are planned by individual class teachers and periodically monitored by the mathematics coordinators.

Teachers of the Foundation Stage base their teaching on the objectives from the Statutory Framework for the Early Years Foundation Stage; this ensures that they are working towards the 'Early Learning Goals for Mathematical Development'.

Towards the end of the Foundation Stage teachers aim to draw the elements of a daily mathematics lesson together so the pupils are school ready.

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Activities are sent home on a regular basis and may take the form of number games, online activities and tasks with some formal exercises for older children.

## **ENTITLEMENT**

Children with SEND support are taught within the daily mathematics lesson and are supported as part of quality first teaching within the class. When additional support staff are available to support groups or individual children they work collaboratively with the class teacher (see Special Educational Needs policy). 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.

Teachers are expected to make regular assessment of each child's progress and to record these systematically. Work is marked quickly and returned to pupils with appropriate comments, either oral or written. Children are assessed using the Sheffield Assessment Tracking System and teachers will seek to use more formal end of term assessments along with external support for moderation. In Year 2 and Year 6 children are assessed using National Curriculum levels and partake in statutory end of year assessments. Opportunities for teachers to review the schools maths and calculation policies and to share information regarding published materials are given on a regular basis during staff meetings.

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Activities are sent home on a regular basis and may take the form of number games, online activities and tasks with some formal exercises for older children.

## **HEALTH AND SAFETY**

Teachers will assess risks and assure adequate supervision for all activities undertaken within mathematics sessions. Particular attention will be paid when using small mathematics apparatus and scissors/compasses.

## **ROLE OF CO-ORDINATOR**

- Ensure teachers are familiar with the curriculum and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Observe colleagues from time to time with a view to identifying the support they need
- Attend relevant courses to keep up to date
- Discuss regularly with the Headteacher and Numeracy governor the progress of implementing the curriculum in the school.

Amanda Painter  
April 2018