

Tickhill Estfeld Primary School

Mathematics Policy Statement

Rationale

Mathematics is an intrinsic part of everyday life. It provides a way of viewing and making sense of the world around us. It is used to solve real life problems and communicate information and ideas. Mathematical skills and concepts are inherent in many subject areas and are necessary in order to successfully negotiate practical tasks across the curriculum.

An appreciation of the power of mathematics provides the materials and means for creating new imaginative worlds to explore.

Aims

At Tickhill Estfeld Primary School, our aims are to:

- foster a positive attitude towards mathematics and ensure all children achieve a sense of satisfaction through success.
- develop competence and confidence in mathematical knowledge, concepts and skills.
- develop an awareness of the importance, relevance and use of mathematics in the real world.
- develop an ability to solve problems, to reason, to think logically and creatively, and to work systematically and accurately.
- promote and encourage children to approach mathematics flexibly, choosing efficient and appropriate strategies to solve problems, calculations and to carry out investigations.
- develop the use of mathematical language when communicating ideas and concepts.
- develop initiative and an ability to work both independently and collaboratively.
- develop an enquiring mind to explore ideas beyond the curriculum and foster a fascination with Mathematics.

Objectives

- To provide a broad, structured mathematics curriculum which ensures continuity and progression within the framework of the National Curriculum.
- To develop self-confidence in each child and in his/ her own mathematical ability, by creating an engaging, stimulating and positive learning environment.
- To provide opportunities which involve the use of a variety of equipment, including I.C.T. to stimulate and promote mathematical learning.
- To set each child appropriate learning challenges in order to ensure they achieve their full potential in mathematics.
- To provide opportunities which enable the children to use and apply mathematics across the curriculum and in real life situations.

- To provide opportunities to develop children's understanding and use of the language of mathematics through questioning, explaining their activities and discussion with the teacher, support staff and their peers.
- To teach children ways to record their work in a clear, accurate and systematic way as a means of communicating their thinking.

Teaching & Learning

The school is committed to providing structured mathematics lessons and primarily follows the Programmes of Study from the National Curriculum supported by the Primary Frameworks for Mathematics and the Early Years Foundation Stage Framework (EYFS). These are supported with published and teacher created materials, providing flexibility and enabling individual teachers to be creative, exploiting cross-curricular opportunities.

Through careful planning and preparation, a balance of practical, investigative, oral and written activities are provided throughout the school.

Foundation Stage:

In Reception, mathematics is taught following the key objectives that are in line with the Early Learning Goals in the Early Years Foundation Stage Framework (EYFS).

The approach used, as recommended in the 'Framework', is based on the typical organisation of a reception class – including the use of stories, rhymes, sand and water play, imaginative play, games and cookery. Whole class teaching and group activities allow children to develop and extend their mathematical skills either with guidance and support or independently.

Reception staff base their teaching on the objectives from the EYFS; this ensures that they are working towards the 'Early Learning Goals For Mathematical Development'. As the children progress through the foundation stage, the balance between play and teaching adjusts to accommodate the children's readiness for transition to Year 1.

KS1 and KS2:

Within each of the Year groups 1-6 structured Mathematics lessons are taught, however, teachers actively seek to take advantage of additional opportunities to ensure the teaching and learning of Mathematics is cross-curricular wherever possible.

Each class teacher is responsible for the planning and teaching of mathematics within their class in consultation with and with guidance from the Mathematics Co-ordinator.

Mathematics lesson can consists of

- mental, oral and /or written work
- an introduction to the main part of the lesson
- independent and / or guided activities
- whole class or differentiated group activity
- plenary

As a school, we have common high expectations and standards regarding both presentation and methodology in order to provide consistency and continuity. Children's recordings are encouraged to be neat and of a high standard and presented in a clear and organised way.

SEN and G & T

All children's individual learning needs are incorporated within the mathematics lesson. Teachers not only provide differentiated activities to support children who find mathematics difficult, but also activities that provide appropriate challenges for children who are high achievers.

Where additional staff support groups or individual children, they work collaboratively with the class teacher.

Equal Opportunities

All pupils regardless of race, gender or ability will be given the opportunity to develop their mathematical skills within a safe and supportive environment. All teachers should be aware of the individual and differing needs of pupils and the delivery of the curriculum will embrace a range of teaching and learning styles. We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of mathematics.

Assessment

Teachers carry out on-going assessment for learning throughout the year. Assessment for learning involves both teachers and pupils finding out about specific strengths and weaknesses of individual children, and the class as a whole, in order to cater for their pupils' needs and to inform future teaching and learning.

Teachers make regular formative and summative assessments of each child's progress and record these systematically.

See Assessment, Recording and Reporting Policy and Marking Policy

Children's classwork is assessed frequently through

- regular marking of the work pupils record in their book
- analysing children's errors
- questioning
- discussion
- use of plenaries

Resources

Each class has a variety of age appropriate mathematical resources and equipment, including I.C.T. which is used to support teaching in the classroom. The use of an interactive whiteboard in each classroom and the incorporation of mathematical programs compliment the children's learning.

We recognise the importance of a stimulating learning environment and all classrooms have mathematical vocabulary, visual aids and interactive activities where appropriate.

Parental Involvement

Parents are involved in their children's learning of mathematics through

- the setting of regular mathematics homework
- talking to parents informally, and formally at twice yearly Parents' Evenings
- annual reports to parents with targets included.