



Policy for Mathematics

Mathematics is concerned with viewing and making sense of the world. It is used to analyse and communicate ideas and information; to solve problems requiring judgement and creativity.

Aims

OUR AIMS IN TEACHING MATHEMATICS are that children will develop:

- a positive attitude towards mathematics through a variety of practical, mental and written tasks
- an ability to think clearly and logically
- an ability to work both independently and collaboratively
- an understanding of mathematics achieved through a process of enquiry and experimentation
- an appreciation of pattern in mathematics and an ability to identify relationships
- an awareness of the basic structure of mathematics, through an understanding of number and space;
- an appreciation of the creative potential of mathematics;
- persistence, through work that requires perseverance over a period of time
- mathematical knowledge and skills, alongside an ability for quick recall and application of basic facts
- an awareness of the relevance of mathematics to the world beyond the classroom

Principles of Learning

Mathematics is important because:

- an understanding of mathematics and the ability to use it are vital in the world beyond the classroom
- children can gain satisfaction and a sense of achievement from the subject
- it enables children to develop powers of logical thinking, numeracy and spatial awareness
- it enables children to develop essential skills required for adult life

Mathematics is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “Mathematics in the National Curriculum” where they are categorised into attainment targets.

- Using an Applying Mathematics
- Number and Algebra
- Space, Shape and Measure

- Handling Data (Key Stage 2 only)

Principles for the Teaching

- a variety of approaches and methods, relevant to the children's needs and experiences, are used
- children will sometimes be taught new mathematical concepts and ideas and sometimes practice what they have already learned
- children will record their own work both formally and informally to support their thinking and learning
- children will participate in practical, investigative and problem solving activities to develop their ability to question and predict
- mathematical displays will be used to stimulate and inform : they will be sometimes interactive
- children are taught individually, in groups or as a whole class; groups may be arranged by ability
- there is no specialist teaching in mathematics, it is taught by class teachers
- learning support staff are used to assist
- some support for children with special needs may be available

HOMEWORK is used to support mathematics

EQUAL OPPORTUNITIES in mathematics are recognised

Principles for Ensuring Progress and Continuity

PLANNING IN MATHEMATICS is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the Whole School Five Year Development plan, developed through a process of collaboration between staff and approved by governors
- commercial schemes are used, carefully chosen to ensure full coverage of the national curriculum and the National Numeracy Strategy.
- schemes of work for mathematics based on the National Strategy.
- Work plan, including detailed lesson plans are included in the Collins Primary Maths teacher's guides. Where teachers wish to move away from the scheme work plans will be drawn up as necessary.
- staff meetings are used to discuss the mathematics curriculum and ensure consistency of approach and standards

Principles for Assessment

- FEEDBACK TO PUPILS is through regular marking of work, discussion of work and tests, and reviews of sections of work.

- **FORMATIVE ASSESSMENT** is used to guide the progress of individual pupils in mathematics. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage of his/her learning. Formative assessment is carried out both formally and informally by teachers in the course of their teaching.
- **FORMAL SUMMATIVE ASSESSMENT** is carried out at the end of each National Curriculum Key Stage (i.e. in years R, 2 and 6) through SATs tests through the use of QCA tests for years 3,4 and 5 and the profile document for Reception.

Principles for Recording and Reporting

- **RECORDS OF PROGRESS IN Mathematics** are kept for each child.
- **REPORTING TO PARENTS** is done at parents' evenings and annually through a written report.

Principles for the Use of Resources

- **CLASSROOM RESOURCES IN MATHEMATICS** are kept, clearly labelled in a mathematics resource area in each room, or each pair of year group rooms.
- **CENTRAL RESOURCES IN MATHEMATICS** is the responsibility of the Curriculum Team who have a budget available
- **INFORMATION TECHNOLOGY** is a major resource which is used in mathematics. Programmes are available for use in classrooms and the computer suite.

Policy for Maths
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