

Wood End First School



Mathematics Policy

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1. Introduction

Mathematics teaches us how to make sense of the world around us through developing our ability to calculate, communicate, reason and solve problems. It enables children to explore, understand and appreciate relationships and patterns, both in number and shape, in their everyday lives.

This policy outlines the teaching, learning and management of mathematics at Wood End First School and is based on the new National Curriculum, implemented September 2014. The implementation of this policy is the responsibility of all teaching staff.

2. Aims

At Wood End School, we aim for every child to:

- Have a positive and confident attitude towards mathematics.
- Develop the ability to think mathematically and solve problems in a range of contexts, understanding the importance of mathematics in everyday life.
- Be able to ask questions and communicate ideas and experiences with adults and peers, clearly and fluently, using appropriate mathematical vocabulary.
- Have a secure knowledge of the basic fundamentals, such as number bonds, times tables and calculation methods, to enable quick recall and use of the most efficient methods.
- To persevere and have a willingness to learn from mistakes, without fear of making them.

3. Teaching and Learning

3.1. Organisation

We provide a daily mathematics lesson of 45 minutes in Key Stage 1. Where possible, links are also made to mathematics within the creative curriculum so that pupils have opportunities to develop and apply their mathematical skills in a variety of contexts.

3.2. Planning the National Curriculum

We use the National Curriculum as a basis for our lesson planning. All plans and activities are adapted by each teacher to address their particular class's needs. Final plans are saved on the school's central system.

3.3. Early Years Foundation Stage

In our Foundation class, we teach mathematics through the Framework for the Early Years Foundation Stage and follow the objectives laid out in Development Matters.

3.4. Mathematics Vocabulary

Every classroom has a mathematics learning wall with relevant vocabulary displayed and referred to throughout lessons. Children will be encouraged to use the correct mathematical language and terminology to discuss their mathematics and to explain their reasoning.

3.5. Resources

Across all classes, resources such as number lines and number squares, relevant to the children's current level of attainment, are available. Any mathematics resources, including teacher's resources and textbooks which have the potential for being used on a daily basis, should be kept within each year group. Equipment that supports topics such as shape and space, time, measures, etc. is stored centrally.

3.6. Approach to Calculations

A separate policy outlines how we teach calculation methods. This provides guidance and progression in the methods a child will be taught whilst at our school.

3.7. Cross-Curricular Links

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to use mathematical experiences across a wide range of activities, allowing children to use and apply mathematics in real life contexts.

3.8. Challenge for All

Quality First Teaching ensures all children, whatever their ability, are taught within a class group. Tasks are differentiated within each ability group but expectations are set high for all of the children, regardless of their ability, and no ceiling is put on their ability to attempt a task.

All children will benefit from the emphasis on oral and mental work, and watching and listening to other children demonstrating and explaining their methods. A pupil may be supported individually or as part of a smaller group. Extension work could involve more challenging, open-ended problems or games to tackle.

3.9. Presentation of Work

Children are often involved in practical mathematics activities, where the teacher and/or TA will make notes and record any comments and/or take photos. Any recording by the child may be on whiteboards or customised worksheets. Any recorded work is then added to their books.

All work has a learning intention sticker and the date. All mathematics work is recorded in pencil and a ruler must be used to draw any straight lines. All children are expected to use the 'one digit per square' rule, especially when calculating using traditional written methods.

4. Home Learning and Parents

The daily mathematics lesson will provide opportunities for children to practise and consolidate their skills and knowledge, and to prepare for their future learning. These may be extended through home learning activities.

Children will also be expected to learn their addition facts and times tables as these will be used regularly in mathematics lessons.

5. The Role of the Teaching Assistants

TAs are planned for within the teacher's weekly plan. During the class teaching sessions, the TA will sit near targeted pupils who have been identified as needing extra support or encouragement so that they can participate to the best of their ability and gain the most from each lesson. During the independent or group working part of the lesson, the TA will not necessarily work with the same individual or group every day, and this will be identified in the teacher's planning. The teacher will make time to talk with the TA to assess the children's achievement and in some instances the TA will make specific notes for the teacher. All TAs will be provided with their own copy of the weekly plan.

6. Marking and Assessment

6.1. Marking and Feedback

When responding to the children's work, we provide praise, support, encouragement and feedback. In line with our school's marking policy, marking is aimed at moving their learning forward.

6.2. Assessment

Formal assessments take place each term. These assessments are then used to inform teaching.

Daily assessments are an informal part of every lesson to check pupils' understanding and give the teacher information, which will assist in adjusting day-to-day lesson plans.

7. Attainment and Progress

Attainment and progress are measured through the assessment process outlined above. Pupil Progress Meetings take place every term and enable review and discussion of pupils' progress. This information is used to identify those children who are underachieving in mathematics. They will be given additional help and support in class to close the gap.

8. Management of Mathematics

The Senior Leadership Team and the Mathematics Co-ordinator are responsible for monitoring the mathematics planning. The Governors take an active role in the subject of mathematics and are involved in analysing progress and attainment each term.