

ETWALL PRIMARY SCHOOL

Maths Policy

Introduction

This document is a statement of the aims, principles, strategies and procedures for mathematics throughout the school. This Policy document describes the strategy agreed by Etwall Primary School Governing Body for the delivery of maths.

Aims

- To develop a positive attitude towards the subject;
- To become confident and proficient with numbers and the number system, especially mentally;
- To develop problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics
- To become proficient in the use of measures in common usage;
- To model problems with concrete apparatus;
- To develop mathematical language which children can use appropriately;
- To use ICT as a tool to enhance learning.
- To help children to become independent learners.
- To give a real life context to learning in maths.

Organisation

The national curriculum is at the core of our Mathematics teaching, supported by a number of teaching resources including. The teaching will follow the different strands of learning, as set out in the national curriculum. Covering the objectives in the national curriculum will support children in their progression towards the Early Learning Goals and the appropriate ability at Key Stages 1 and 2.

Lessons throughout the key stages are daily.

Planning

Teachers plan from the Early Years Foundation Stage documents, and Mathematics National Curriculum objectives, using a variety of published and internet resources to support, challenge and differentiate. Teachers plan to ensure children develop their fluency, reasoning and problem solving skills.

The National Curriculum gives an outline of what we teach in the long term and identifies the key objectives in mathematics that we teach each year. The White Rose

Maths resources define what we teach in the medium term. The unit blocks ensure an appropriate balance of distribution of work across each term.

It is the class teacher who completes the weekly plans for the teaching of mathematics, and these are discussed within the key stage teams to ensure consistency across the classes. These weekly plans list the specific objectives for each lesson and give details on how these lessons are to be taught. The class teacher keeps these individual plans.

Early Years Foundation Stage (EYFS)

Teachers support children in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Teachers offer opportunities for these skills to be practised, in order to give children confidence and competence in their use.

This Area of Learning and Development includes seeking patterns, making connections, recognising relationships, working with numbers, shapes, space and measures, and counting, sorting and matching. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other Areas of Learning and Development. Mathematical understanding will be developed through stories, songs, games and imaginative play.

Assessment and Record Keeping

Assessment is continuous and ongoing. Short-Term assessment is made by annotating weekly plans daily.

AWL grids are used to assess on a medium term basis and are used to help plan the next unit of work. Children have targets that they work on at home and at school, and these are taken from the rapid number recall document. Once children are competent at a mental maths skill they move onto the next one. These are worked on daily.

Long-Term Assessment is carried out in the following ways:

- Reception children will follow end of Foundation Stage assessments.
- End of Key Stage SATs will take place.
- Optional SATs will take place in Years 3, 4 & 5 at the end of each term.

ICT and other resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have a wide range of appropriate small apparatus that is used regularly, with a wider range of resources being located in a central store for everyone's use.

Opportunities to use ICT to support teaching and learning in maths will be planned for and used appropriately.

Home/School Link

The link between home and School is forged in a number of ways. Homework is assigned on a regular basis (see Homework Policy). This will support the Mathematics work in the classroom. Parents are informed of their child's target in 'rapid number recall' so they can support the teaching of this at home. To give more detailed outlines of the child's progress, annual reports and twice yearly, formal meetings are arranged, but informal meetings are encouraged when needed. The school also offers a calculation booklet to parents if they wish to have one which explains the methods the children will be taught at school. The calculation policy is also available on the schools website.

Inclusion

We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. Opportunities for differentiation will be planned for both more able and less able pupils at the short term planning stage.

Special Needs

The provision for children with special needs is detailed in the Special Education Needs Policy.

Central to this is the early identification, intervention and careful planning for differentiation. IEPs will detail relevant individual targets in Numeracy. Work for SEN pupils and gifted and talented pupils is identified on teachers weekly planning sheets.

Monitoring and Evaluation

Monitoring and evaluation of Mathematics teaching and children's work in the School is carried out by the Mathematics Coordinator and the Head teacher. A member of the governing body is briefed to oversee the teaching of mathematics.