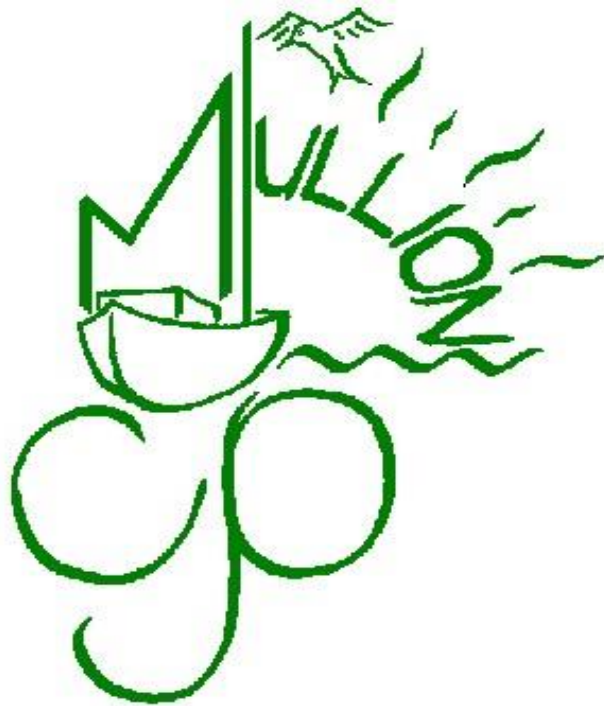


Mullion Primary School



Mathematics Policy

January 2015

Signed by Chair of Committee

Agreed by Governors on

To be reviewed on

Maths policy

SCHOOL AIMS

At Mullion CP we aim to;

- Provide a caring and happy environment in which everyone feels secure to grow and develop to their full potential.
- Create an ethos of mutual trust, respect and tolerance where the entire community is valued.
- Encourage independent learners who display self-belief and high expectations of themselves.
- Develop creative learners who show responsible attitudes.

CURRICULUM STATEMENT

In Maths, we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. Through a positive and caring environment, we provide the opportunity for every child to reach their full potential and ensure all children are ready for their next steps.

AIMS AND OBJECTIVES

We believe mathematics is an essential life skill which can be used to analyse and communicate information and ideas. Mathematics is an important tool which can enable things to be done efficiently and should equip children for adult life. It is the responsibility of all staff to improve children's numeric skills. Through Math's we can teach flexibility, initiative, accuracy and systematic logical thinking. Math's is a source of interest and fun.

confidence. life and provide opportunities for children to use an ever expanding mathematical vocabulary.

variety of contexts. ing opportunities to use and apply knowledge.

Stages 1 and 2 and the Early Years Foundation Stage Curriculum.

TEACHING AND LEARNING EYFS

In EYFS, Mathematics involves providing children with opportunities to develop and improve their skills in 2 main strands:

- Number: children count, order, add and subtract, and solve problems
- Shape, space and measure: children use everyday and mathematical language to describe and compare objects, shapes, quantities, patterns and solve problems.

Key Stages 1 and 2

Mathematics is allocated 20% of curriculum time which breaks down as approximately 180 hours per year, an average of 5 hours per week. Mathematics is taught throughout the year on a weekly basis. Maths is taught by following the new National Curriculum for mathematics, in which seven strands of learning in mathematics are identified: number, measurement, geometry, statistics, and in Year 6: ratio, proportion and algebra. Within

each strand, objectives are staged, enabling pupils to progress by building on knowledge and extending their understanding.

A transition period takes place from EYFS into Key Stage 1 during the first term on Year 1, where teaching progresses from small group sessions to whole class 'Magical Maths' lessons.

TEACHING STRATEGIES

Maths is taught by the class teachers who follow the new National Curriculum. In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted. At least one lesson each fortnight is explicitly cross curricular. Where appropriate, activities are delivered through the 'Star Learning' approach which enables children to choose their own level of learning based on confidence, aptitude and confidence.

Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity. Each room has an interactive smart board, iPads and calculators are available to support teaching / learning throughout the school. Classrooms contain a variety of resources which are always available to the children in order to support their learning and adults in the classroom continually make formative assessments to identify how support is best provided to either reinforce or extend children's learning.

PLANNING / ASSESSMENT

Long terms plans for Mathematics contain objectives from each of the areas of maths from the National Curriculum for each respective year group. Teachers make use of the Abacus Scheme where suitable. Short term planning, using a school agreed planning sheet, is completed on a weekly basis. Teachers are encouraged to annotate plans and adapt over sequences of work. This identifies the objectives in the form of WALT (we are learning to), the teaching activity, differentiated tasks as well as direction of adults, and a plenary.

In Key Stage 1 and 2, each half term, a teacher assessment of pupil's attainment is recorded on a progress grid. At the end of each Year formal assessments are completed and then this information is shared with parents. Assessments are made based on a wide range of sampling by teachers and recorded using an agreed APP format. Marking of work provides the children with feedback and targets for future development in the form of WOWs and NOWs. Children are then able to respond to marking by completing a task to extend their learning or simply sign to show they have read the feedback. Teachers use this marking as Assessment for Learning which informs future planning. Children in EYFS are continually assessed using teacher observations that feed into their assessment records and this data is shared with parents.

INCLUSION

The aim is that all pupils make progress so that they can fulfil their potential. Lessons are planned so that all pupils can be included. Strategies for this include differentiated and varied tasks, use of support staff, varied groups, appropriate use of resources and varied presentation and activities.

EQUAL OPPORTUNITIES

All teaching will be in accordance with our equal opportunities policy. We believe that all children, irrespective of background, race, gender, disability or capability, should have equal access to the curriculum offering a broad and balanced education. We aim to provide learning opportunities that enable all children to achieve their potential. Children will be encouraged to develop positive attitudes towards people of different ethnic groups, cultures, beliefs, gender and ability.

RACE EQUALITY

We recognise the importance of ensuring that all children achieve their best, according to their capabilities, regardless of ethnicity. We are committed to preparing our children to life in a multicultural society that is totally opposed to racism and other forms of oppressive behaviour.

RESOURCES

A published scheme Abacus Evolve supports learning in Maths. Teachers use a variety of resources as best fits the teaching and learning of a concept. Each classroom has a variety of resources for daily use. There is also a central resource area which all teachers have access to. Resources are audited annually. Mathematics has a dedicated budget each financial year depending on the priorities.

INSET

All school staff are encouraged to be involved in training to support areas highlighted in the action plan. The leader attends local authority subject leader and Trust meetings and endeavours to keep up to date with latest ideas, research and resources.

HOME / SCHOOL LINKS

The school aims to hold maths subject sessions to share strategies for calculations annually. Children are given mathematical home learning tasks from Reception to Y6 to consolidate and reinforce class work.

MONITORING Annually, the subject leader monitors math's using the school's thorough audit process. Weekly subject leadership time is dedicated to the subject leader to maintain an overview of learning in the subject.