

Maths Policy

SAFEGUARDING STATEMENT

In order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risks of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

PHILOSOPHY

We believe that the areas of Mathematics and English are the essential foundations of a balanced curriculum.

Mathematics work will enable pupils to develop the knowledge, skills and understanding appropriate to their age and ability, and to see Mathematics as relevant to their everyday lives.

Pupils must be enabled to confidently apply knowledge and understanding already gained to unfamiliar situations or problems.

SCHOOL POLICY STATEMENT

We recognise the entitlement of every child to be mathematically independent and therefore ensure that our learning programmes are designed to be appropriate to the age, stage of development and experiences of the child, as laid out in Primary Framework for Maths and Literacy.

Thinking skills and the Key Skills will be documented through planning and the Scheme of Work. (Thinking skills are deemed to be: information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills. Key skills are deemed to be: communication, application of number, information technology, working with others, improving own learning and performance and problem solving). Teaching and learning strategies within the classroom will reflect the development of Thinking and Key skills, which will promote competent and confident young citizens in the 21st century.

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The Primary Framework for Maths and Literacy provides a challenging, progressive and meaningful programme of study, which will inspire and encourage pupils to actively participate and enable them to develop to their full potential. ICT will be used as appropriate as an integral part of Mathematics learning and teaching.

We will present our pupils with opportunities and experiences to enable them to have both a thorough understanding and enjoyment of Mathematics.

Teachers must have a thorough understanding of National Curriculum Mathematics and use a variety of methods to teach it. We will encourage pupils to learn initially by drawing from their own experiences through the use of play, practical activities, experimentation and investigation. Teachers will use a variety of strategies to implement the learning objectives of the Primary Framework for Maths and Literacy.

CONTINUITY AND PROGRESSION

The Primary Framework for Maths and Literacy has built in progression, which will be enriched by the use of a variety of mathematical resources.

Each Year group will meet on a regular basis to ensure continuity throughout the year group. The Maths. subject leader's role will include monitoring for continuity and progression throughout the Key Stage.

OFSTED

The OFSTED handbook 1993 (section 6:3) states:

"Mathematics teaching is good where appropriate opportunities are offered, and a range of approaches managed and differentiated, for individual pupils to:

- develop and consolidate knowledge, skills and understanding across all attainment targets
- develop links between attainment targets
- solve unfamiliar problems and investigate mathematics itself

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At all levels the range of teaching approaches should include exposition, discussion, practical work, consolidation and practice, problem solving and investigations”.

MANAGEMENT

Mathematics will be taught for between 135 - 180 hours in Year 1 and 2, but will also appear as a cross curricular link with other subjects.

The subject leader will be responsible for considering Mathematical resource needs and forming an appropriate curriculum bid after consultation with colleagues. Curriculum areas which are identified in the School Improvement Plan receive special consideration.

The role of the Maths. subject leader includes:

- ◆ implementation of the school's Maths. policy
- ◆ attendance at appropriate INSET (In-service training)
- ◆ developing Maths. throughout the school
- ◆ offering or accessing advice and support for colleagues
- ◆ monitoring planning, delivery and assessment of Maths. throughout the school.

EQUAL ACCESS AND OUTCOME

The school recognises that it is the entitlement of every pupil to fully access a broad, balanced and relevant curriculum. We will ensure that teachers identify and provide for pupils' Special Educational Needs by adapting teaching methods where necessary and by providing differentiated materials in accordance with a pupil's Individual Education Plan where appropriate.

(Reference Equal Opportunities policy & Special Educational Needs policy)

ASSESSMENT, RECORDING AND REPORTING

Assessment will show what a pupil knows, understands and can do. Opportunities for formative and summative assessment will be identified in planning. These will include adult observations, written work and other recording using the Steps. scheme and appropriate questioning to assess understanding. On-going observations will be

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recorded on the Mathematics planning sheet to inform future planning for groups and individuals. Individual records and assessment jottings will be maintained for each child. Mathematics will form part of the SAT's assessment at the end of the Key Stage. (See Assessment & Recording policy for further information).

Progress and achievement in Mathematics will form part of the Summer Term report to parents.

RESOURCES

The Mathematics subject leader purchases resources regularly with reference to the Primary Framework for Maths and Literacy, and after consultation with colleagues. Age appropriate Mathematical equipment can be found in every classroom, year group cupboard and in a central resource area. There are Maths related books in classroom book areas and the library. Teaching resources can be found in the PPA room.

HEALTH & SAFETY

Children will be taught at every stage the importance of recognising and assessing hazards and risks to themselves and others, especially when working with living things and materials.

In all aspects of the planning and delivery of Mathematics, we will work within the framework of the school's Health and Safety policy.

DATE OF REVIEW

This Policy was formulated in September 2001 and reviewed in May 2004 and November 2008. It will be the subject of a further full review before September 2010.