



Mathematics Policy

2016-2018

1 Introduction

1.1 Mathematics makes a considerable contribution to the overall school curriculum and is constantly used in everyday life, business and industry; the ability to apply it effectively to unfamiliar problems is therefore very important. A broad mathematical education is essential for all pupils to equip them to meet the responsibilities of adult life in the world today.

1.2 Mathematics will provide children with intellectual challenges and contribute to each child's social, personal and intellectual development.

1.3 Through our work at Barnard Grove Primary School in mathematics, children will gain the knowledge and understanding to use confidently the skills needed to work within our world today.

2 Aims and Objectives

- To teach mathematics in line with National Curriculum guidelines. To develop a progressive understanding of mathematical concepts, skills and attitudes;
- To ensure that pupils have access to a broad and balanced mathematical curriculum;
- To create a stimulating and exciting mathematical environment;
- To encourage a positive attitude towards the learning of mathematics and an enthusiasm for the subject;
- To promote an understanding of mathematics within all aspects of the primary curriculum;
- To promote an understanding of mathematics within real life situations;
- To develop the correct use of mathematical vocabulary and language;
- To develop the pupils' understanding of mathematics through practical tasks, problem solving and investigation;
- To give all children access to the maths curriculum and resources, regardless of ethnicity, gender, class or ability.

3 Organisation

3.1 Planning: Teachers plan from the Maths NC objectives, which have been organised into a medium-term plan, using a variety of published and internet resources to support, challenge and differentiate.



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3.2 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.

3.3 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.

3.4 Key Stages 1 and 2 - In key stages 1 and 2, children receive mathematics teaching for one hour ten minutes each day. Links are also made to mathematics within other subjects wherever appropriate so pupils can develop and apply their mathematical skills.

3.5 In Key Stage 1 the children are taught in single year group home (mixed ability) classes:

3.6 In Key Stage 2 the children are taught in single year group classes, separated by ability. This enables children to be taught the appropriate curriculum, at the appropriate pace, for their current year group.

4 Assessment and Record Keeping

4.1 Assessment is continuous and ongoing (APP). Planning is annotated daily and informal assessment data is recorded on Medium Term Planning at the end of each unit (using traffic lighting and notes).

- Reception children will follow end of Foundation Stage assessments.
- End of Key Stage SATs will take place.
- Summative assessments take place in all year groups on a termly basis (arithmetic and reasoning)
- Progress tests for arithmetic are completed in all year groups on a half-termly basis
- Gap analyses are completed using the assessments to inform future planning.

4.2 Monitoring and evaluation of Mathematics teaching in the School are carried out by the Mathematics Co-ordinators and the SLT. Where possible, discussion with children will take place along with scrutiny of work.

5 ICT

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



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6 Inclusion

6.1 We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances.

6.2 Opportunities for differentiation will be planned for both more able and less able pupils at the short term planning stage.

7 Special Needs

7.1 The provision for children with special needs is detailed in the Inclusion-SEN Policy. Central to this is the early identification, intervention and careful planning for differentiation.

7.2 IEPs and individual plans for able, gifted and talented children will detail relevant individual targets in Mathematics.

8 Role of subject leader

8.1 The subject leaders will be responsible for improving standards of teaching and learning in Mathematics through:

- Pupil progress
- Provision of Mathematics (including intervention and support programmes)
- The quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Keeping up to date with Mathematics developments

Review Date: September 2018