

Barnard Grove Primary School

Maths Policy

2017-2020



Pure mathematics is, in its way, the poetry of logical ideas. ~Albert Einstein

(Albert Einstein)



Contents

Introduction.....	2
Aims and Objectives.....	2
Organisation.....	3
Support and Challenge.....	3
Spiritual, Moral, Social and Cultural Development.....	4
Inclusion.....	4
Special Needs.....	4
Role of Subject Leader.....	4



Maths Policy

2017-2020

Introduction

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.

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

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.

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 develop initiative and ability to work both independently and in cooperation with others
- To give all children access to the maths curriculum and resources, regardless of ethnicity, gender, class or ability.



Maths Policy

2017-2020

Organisation

At Barnard Grove, we have adopted a 'Teaching for Mastery' approach in mathematics. As a result, our maths lessons have a clear focus on the following areas:

- Fluency;
- Reasoning;
- Problem-Solving.

Fluency: As part of the daily maths lesson, children will spend the first 3 minutes counting, in order to support their knowledge and understanding of number. This sequence of counting will build year on year and will link in with topics i.e. Reception may count forwards and back in 1s, while Year 6 will count in fractions and decimals. Following counting, children will complete daily fluency sheets using all four operations. KS1 will be focused around addition and subtraction; KS2 will focus around multiplication and addition. Children must be secure with addition and subtraction before they move onto multiplication and division.

Reasoning and Problem Solving: In order to develop clear conceptual understanding, our lessons focus on one carefully chosen and sequenced concept at a time, which is represented in various ways. This enables children to demonstrate their clear understanding through reasoning and problem-solving activities.

Topics are taught in depth and planned in 'small steps' to ensure that children are secure with each concept before progressing to the next: exploring "fewer things in greater depth". The use of consistent and precise mathematical vocabulary is a key element of our maths lessons, as is the expectation for children to use this same vocabulary in their responses to both verbal and written questions.

Support and Challenge

The 'Teaching for Mastery' approach (in line with the 2014 National Curriculum) expects that all children will progress through curriculum content at broadly the same rate, by supporting lower-prior-attainers and challenging higher-prior-attainers to deepen their understanding. We believe that all children can achieve, therefore all children (except in exceptional circumstances) will work from the same starting-point in maths lessons.

Lower-prior-attaining pupils are supported through the use of high-quality resources and representations to reveal the structure of mathematics and to develop their understanding of key mathematical concepts. Targeted support within maths lessons allows children to access learning with the rest of the class. Early intervention allows teachers and support staff to tackle any misconceptions that may arise and allows children to access the next steps of learning with their peers.

Higher-prior-attaining pupils will begin from the same starting points as their peers, as we believe that this truly exposes the structure of mathematics. In addition, these pupils are constantly challenged by being exposed to puzzles and problems that require them to apply their understanding in new and varied ways, demonstrating 'greater depth', not acceleration through new content.

The end result of this approach is true understanding and the securing of a concept.



Maths Policy

2017-2020

Spiritual, Moral, Social and Cultural Development

The teaching of Mathematics supports the social development of our children through the way we expect them to work collaboratively and provide opportunities for them to discuss idea and results.

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 Inclusion-SEN Policy. Central to this is the early identification, intervention and careful planning for differentiation.

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

Role of subject leader

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 2020