

## Policy for Maths

1	Rationale	p.2
2	Aims	p.2
3	Objectives	p.2
4	Organisation and resources	p.2
5	Inclusion	p.3
6	Planning (including assessment and the creative curriculum)	p.3
7	Role of the subject leader	p.4
8	Links to other school policies	p.4

<b>Governor Responsibility:</b>	Education Committee
<b>Staff Responsibility:</b>	Bianca Cohen
<b>Review Period:</b>	Bi-annual
<b>Status:</b>	Non-statutory
<b>Reviewed:</b>	October 2013
<b>Next Review Date:</b>	Autumn 2015
<b>Governor Signature</b>	

## **1. Rationale:**

Maths introduces children to concepts, skills and thinking strategies that are useful in everyday life and support learning across the curriculum. It provides a way of handling information and making sense of data in an increasingly digital world. Children draw great satisfaction from using their mathematical skills to solve a problem, often gaining a sense of wonder and excitement when it leads them to an unexpected discovery or allows them to make new connections.

Maths helps children make sense of the numbers, patterns and shapes they see in the world around them. With the logical reasoning and systematic thinking they learn in Maths, children can solve problems, make estimates, use evidence to construct persuasive arguments and explore 'what if?' questions using mathematical models. The precise and unambiguous nature of mathematical statements introduces children to a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language. (*Rose Review 2009*).

## **2. Aims:**

At Tetherdown we aim to:

1. Develop a positive attitude to Maths as an interesting and engaging subject in which all children gain success and enjoyment;
2. Develop mathematical understanding through quality first, precision teaching based on the needs of the children;
3. Encourage children to see the links Maths has to other areas of learning within school, to every-day life and subsequently, adult life;
4. Provide opportunities for children to become familiar with correct mathematical language and vocabulary;
5. Develop ability to think clearly and logically with independence of thought and flexibility of mind;
6. Develop an appreciation of creative aspects of Maths and awareness of its aesthetic appeal;
7. Develop mathematical skills and knowledge and quick recall of basic facts.
8. Support children in making mathematical marks as part of developing their abilities to extend and organise their mathematical thinking (*Williams Maths Review 2008*).

## **3. Objectives**

- To provide a consistent approach to the teaching of Maths throughout the school.
- To foster effective learning by encouraging effective ways of organising Maths experiences in the classroom.
- To meet the National Curriculum requirements

## **4. Organisation and resources**

Maths is taught as a daily lesson with a high proportion of whole-class and group teaching. Staff use a variety of teaching styles to cater for the learning styles of our pupils. During these lessons we encourage children to ask as well as answer mathematical questions.

All year groups have access to a variety of published materials appropriate to the level of the pupils. Practical equipment is stored within each year group and other resources are available from the resources area, and on the network. Individual whiteboards are used within the daily maths lesson and calculators

and Maths dictionaries are available. Smartboards provide a valuable teaching tool. Laptops are available on every floor, as well as the ICT suite.

## 5. Inclusion

All pupils are included in the daily Maths lessons and have experience of direct, interactive and lively teaching appropriate for their age and stage of development. Quality First Teaching is considered an entitlement for all pupils. Within the daily Maths lesson/input teachers will provide opportunities for children of all abilities to access learning and make progress. This may be achieved in a number of ways, including the use of differentiated planning, open ended investigations, support from adults or peers, carefully identified resources, Individual Education Plans for children with Special Educational Needs, or Specialised Teaching Assistant interventions.

All children, regardless of their race, sex, religious belief or ability are given equal opportunities to develop their knowledge, skills and understanding of Maths (ECM4). We will seek to take advantage of the many multi-cultural aspects of Maths as we plan activities into a wide range of cross curricular subjects.

## 6. Planning and Assessment

Planning will be in accordance with the New EYFS and the National Curriculum for Maths. Emphasise mental methods from the early years which will enhance imagery and the mathematical thought process.

At Tetherdown planning is carried out in a variety of ways:

- Weekly planning by staff in each year group, based on National Curriculum, Primary Framework and Medium Term Plans, identifies daily objectives and mental maths strategies. WALT/WILF are challenging and aimed towards higher ability teaching (adjusted according to ability).
- Daily planning as appropriate, with suitable differentiation within that group.
- Written calculations are taught in accordance with the calculations policy.
- Home learning is set to consolidate schoolwork and encourage involvement of parents.

The EYFS profile provides the basis of a continual assessment tool in Reception classes. Assessment results are used to determine the level each child is working at and assists teachers in identifying gaps in children's learning. Children's progress is recorded on Target Tracker in November, March and June.

We use a variety of assessment practices including:

- On-going, formative assessment of pupils' progress through effective use of the plenary and daily work, both oral and written,
- Use of APP and termly assessments to check progress and inform planning
- Testing of times tables and mental skills to check ongoing, age-related progress
- SATS in Years 2 and 6 and Optional SATs for other year groups in May (using the next year group up for the majority) test written and mental maths ability.
- Self-assessment, which is most effective when followed by the teacher or teaching support.
- Target setting for all children based on their individual needs and supported by "Target Tracker",
- Higher order thinking and problem solving skills are promoted through incorporating effective questioning.

Parents are given the opportunity to discuss their child's progress in Maths during the parent consultation meetings in November and February. The end of year report provides parents with further information on their child's progress, including a grade for effort and achievement.

The creative curriculum for Maths:

- Provides a range of problem solving activities in mathematical, cross-curricular and real world contexts that teach the children to work logically, creatively and critically to solve problems.

- Provides opportunities for children to work on their own and with others to explore ideas and pursue lines of mathematical enquiry.
- Teaches children to visualise quantities, patterns and shapes and develop strategies for working things out in their head as well as on paper and using ICT.

## **7. Role of the subject leader**

- Lead by example in the way they teach in their own classroom.
- Write, with the support of the Headteacher, the School Development Plan for Maths.
- Monitor and evaluate standards in Maths across the school.
- Prepare and use effectively the budget for Maths.
- Maintain excellent subject knowledge in Maths
- Have a clear picture of pupil's abilities through analysis of SATs papers and other data.
- Teach demonstration lessons when requested.
- Prepare, organise and lead INSET.
- Ensure teachers and trainee teachers are familiar with current local and national policy.
- Support staff in making provision for all pupils, considering use of resources and allocation of time.
- Monitor and observe colleagues teaching and plans in relation to issues highlighted through monitoring, tracking, from curriculum working parties or requests from class teachers, with a view to identifying the support they need.
- Attend and bring to the attention of other staff relevant INSET provided by the Local Authority.
- Update the policy.

## **8. Links to other policies (available on the system: curriculum\policies)**

- Learning and teaching policy
- Calculations policy
- Health and Safety policy
- SEN policy
- Equal opportunities policy
- Assessment policy
- Monitoring and evaluation policy