

# Slaithwaite CE J & I School



# Mathematics Policy

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## **Introduction**

Mathematics is central to the curriculum of all pupils. It is important because:

- It provides a powerful means of communicating information or ideas;
- It is a search for patterns and relationships;
- It is a creative activity, involving intuition and discovery;
- It is a way of solving problems;
- It is a way of making sense of the world around us;
- It is important and useful in other fields of knowledge.

The mathematics curriculum should provide breadth and balance and be relevant and differentiated. It should be flexible, motivating all pupils, thus encouraging success at all levels.

## **Vision Statement**

We want all children at Slaithwaite C.E. J. & I. School to see themselves as mathematicians and to

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics.
  - Be able to identify mathematical relationships, both spatial, numerical and logical, and see their relevance in everyday life.
  - Be able to carry out practical activities involving measurement, estimation and calculation.
  - Be able to use money in everyday situations.
  - Be able to read and record mathematical statements using correct terminology and symbols.
  - Be able to use and interpret diagrams, charts, graphs and tables.
  - Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
  - Have developed an ability to use and apply mathematics across the curriculum and in real life.
  - Have developed an understanding of mathematics through a process of enquiry and experiment.
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## **The Mathematics Curriculum**

### **Early Years Foundation Stage**

Children follow the Early Years Foundation Stage Curriculum. We give all children the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and numeracy skills. They have the opportunity to explore, enjoy, learn about, and use mathematics in a range of situations. Mathematics is planned on a half termly basis and assessed using the criteria from the Early Learning Goals. Mathematics is taught both as a discrete subject and within the continuous curriculum to give children opportunities to use their numeracy skills in real life situations.

### **Key Stages 1 and 2**

We follow the renewed Primary Framework for Mathematics which ensures continuity and progression in the teaching of mathematics. The planning structure for each year is organised into five blocks. The structure is the same for each year group. A block is designed to cover the equivalent of 6 or 9 weeks of teaching. Each block has incorporated into it, objectives from the Using and applying mathematics strand and from two or three of the other core strands. The blocks are:

Block A: Counting, portioning and calculating

Block B: Securing number facts, understanding shape

Block C: Handling data and measures

Block D: Calculating, measuring and understanding shape

Block E: Securing number facts, relationships and calculating

Daily maths lessons are between 45 minutes and one hour depending on the age of the children. There are medium term plans for each half term's work. There are also weekly plans, which cover the daily content of each lesson. These may include examples from published resources (such as Abacus Evolve) or the teacher's own ideas. These will be adapted to meet the needs of the class. All lessons will include suitable differentiation and challenge.

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## **Resources**

Basic resources are located within individual classrooms with a further resource bank in each Key stage. Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.

## **Technology**

Calculators will be used at appropriate times within the mathematics curriculum. We have a variety of computer programs for numeracy work. The school also has programmable toys such as Bee-bots. There is a range of Numeracy programmes available on the interactive whiteboard and individual computers designed to reinforce and extend the children's learning. Teachers share resources and websites.

## **Assessment and Record Keeping**

We assess children's work in mathematics regularly and use this to help us adjust our daily plans. These short term assessments are closely matched to the teaching objectives. We make medium term assessments to measure progress against key objectives and use this to help plan the next unit of work. These records are transferred to individual APPs for each child. Half termly and end of term assessments are also used to track children's progress. Children are formally assessed at the end of year 2 and year 6 according to SATS tests and tasks. Years 3, 4 and 5 also complete optional SATS tests.

Challenging targets are set and children not making expected progress are monitored more closely. Individual targets for maths are given at the beginning of each term and are shared with the children and parents. Accurate information is then reported to parents and the child's next teacher.

## **Children Identified as having Special Educational Needs**

Teachers aim to include all pupils fully in their daily mathematics lessons. In most circumstances children with an Individual Education Program in mathematics will be taught through differentiated tasks within the class. This will be included in daily plans. Very occasionally, if their needs can not be met within the class lesson an individualised program will be followed.

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## **Children Identified as Being More Able**

Where possible children identified as being more able in mathematics will be taught within their class using differentiated and challenging tasks. Very occasionally, if their needs can not be met within the class lesson an individualised program will be followed or they will be taught with children in a higher age range.

## **Management of Mathematics**

### **Role of the Subject Leader**

- Ensure teachers are familiar with the Framework and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Attend INSET provided by LEA numeracy consultants
- Discuss regularly with the headteacher and the numeracy governor the progress of implementing the Framework in the school
- Analyse and monitor data about pupil progress
- Monitor teaching & learning through lesson observations, monitoring of planning and book scrutiny

### **Role of the Headteacher**

- Lead, manage and monitor the implementation of the Framework, including teaching plans and the quality of teaching in classrooms.
- With the numeracy governor, keep the governing body informed about the progress of the Framework
- Ensure that mathematics remains a high profile in the school's development work
- Deploy support staff to maximise support for the Framework

**Policy Written** - April 2013

**Reviewed** - October 2014

**Full Review** - October 2015

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