

BOLSHAW PRIMARY SCHOOL



Maths Policy

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Mathematics Policy



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POLICY FOR MATHEMATICS

1. INTRODUCTION

Mathematics is a core subject and becoming numerate is a vital skill in today's world. It is essential that teaching & learning in numeracy of the utmost quality as well as consistent throughout school to ensure we achieve high standards in learning & progress. The team will ensure there is a strategic approach to the teaching of numeracy within school as well as keeping abreast of current ideas and modern pedagogy in mathematics.

This ensures continuity and progression in the teaching of mathematics. In early years the curriculum is guided by the Early Learning Goals, whilst Y1-Y6 follow the National Curriculum. This policy follows a whole school format and rationale.

2. RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for mathematics. It reflects the essential part that mathematics plays in the education of our pupils. It is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

3. SCOPE

This statement of policy relates to all pupils (aged 4 – 11), staff, parents and governors of Bolshaw Primary School.

4. PRINCIPLES

The principles of Bolshaw Primary School for mathematics are:

- ⊗ policy and provision are evaluated and reviewed regularly
- ⊗ resources of time, people and equipment are planned, budgeted for and detailed when appropriate
- ⊗ the governing body of Bolshaw Primary School discharge their statutory responsibility with regard to mathematics
- ⊗ cross curricular links will be in evidence where appropriate

5. AIMS

Our main aims are to:

- ⊗ **engage** children in maths, through rich tasks which allow children to deepen their understanding, rather than moving on to a new concept.
- ⊗ produce children who are **effective communicators** in the language of maths, articulating their thoughts and ideas clearly and confidently.

We also share the aims of the National Curriculum, which underpin all activities in maths:-

- ⊗ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- ⊗ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ⊗ can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

6. PROVISION

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills in and across each phase of education.

The teaching of mathematics at Bolshaw Primary School provides opportunities for:

- ⊗ group work
- ⊗ paired work
- ⊗ whole class teaching
- ⊗ individual work

Pupils engage in:

- ⊗ the development of mental strategies
- ⊗ written methods
- ⊗ practical work
- ⊗ investigative work
- ⊗ problem solving
- ⊗ mathematical discussion
- ⊗ consolidation of basic skills and number facts

At Bolshaw Primary School we recognise the importance of establishing a secure foundation fluency with number facts before standard written methods are introduced.

Concrete>Pictorial> Abstract are the three phases of learning and deepening understanding of maths and we encourage apparatus to be used throughout the school.

We use mathematical vocabulary when planning to help determine the appropriate terminology to use in our teaching and children are expected to use it in their verbal and written explanations. Mathematics contributes to many subjects and it is important the children are given opportunities to apply and use Mathematics in real contexts. It is important that time is found in other subjects for pupils to develop their Numeracy Skills, e.g. regular opportunities for measuring in science and technology, for the consideration of

properties of shape and geometric patterns in technology and art, and for the collection and presentation of data in history and geography. We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

6.1 Early Years

See Curriculum Guidance for the Foundation Stage (Early Learning Goals)

6.2 Key Stage 1

See National Curriculum Years 1-2

6.3 Key Stage 2

See National Curriculum Years 3-6

7. ASSESSMENT

Assessment is regarded as an integral part of teaching and learning. Formative assessment is imperative in order to adapt lessons mid-flow where necessary, as well as altering activities for the next day based on needs that may have arisen.

Summative assessment takes place using statutory assessment tests at the end of each Key Stage and a combination of online tests (Mathletics), written tests (White Rose Hub) and teacher assessment, based on examples from NCETM Mastery guide.

Children's self-assessment is completed through Assessment for Learning strategies, with children encouraged to reflect on their progress regularly and to communicate this whether verbally or in writing.

8. ROLE OF THE MATHEMATICS LEAD

The mathematics lead is responsible for co-ordinating mathematics through the school supported by the 'Mathematical Understanding' Team.

This includes:

- ensuring continuity and progression from year group to year group (staff are following the National Curriculum and going deeper with learning rather than moving onto the next year group)
- providing all members of staff with training to enable them to deliver the new curriculum
- advising and supporting colleagues in the implementation and assessment of mathematics throughout the school in line with the School Development Plan
- assisting with requisition and maintenance of resources required for the teaching of mathematics

9. ROLE OF THE CLASS TEACHER

- to engage children in mathematics, so they are excited and enthusiastic by providing interesting challenges and tasks
- ensure progression in the acquisition of skills largely in line with the National Curriculum
- to be aware of the end of year group expectations and not to go ahead of these
- to engage children in math
- to ensure the correct allocation of teaching, e.g. 80% Number
- to be able to discuss the children in their class and ensure their needs are being met
- to inform parents of pupils' progress, achievements and attainment through use of reports, parents evenings, Class Story etc.

10. PERFORMANCE INDICATORS

Performance Indicators, which are the criteria for success of the school's mathematics policy at Bolshaw Primary School are:

- At KS2 (target for year)
- At KS1 (target for year)

- children enjoy mathematics
- children talk confidently about what they are doing in mathematics

11.EQUAL OPPORTUNITIES

We incorporate mathematics into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of mathematics eg. Islamic patterns in RE.

All children have equal access to the curriculum regardless of their gender. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

12. PARENTAL INVOLVEMENT

At Bolshaw Primary School we encourage parents to be involved by:

- regular communication about the progress of their child, including parents evenings, open mornings, open afternoons, written annual reports
- holding workshops for parents of each year group or a specific area
- utilising the VLE / Website to demonstrate different mathematical methods used in school
- messages via Class Dojo

12. GOVERNING BODY

At Bolshaw Primary School the Mathematics Lead feeds back to the Teaching & Learning Committee on new initiatives and recent training. The numeracy governor visits the school termly to talk with the subject coordinator and when possible, observes some mathematics lessons. The numeracy governor reports back to the curriculum committee on a regular basis.

See also: Calculations Policy, Visual Representations Policy

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