



Stanbridge Lower School

Mathematics Policy

Reviewed December 2018

1. RATIONALE

1.1 Mathematics is about numbers, space, shape, measure and data handling, related to problem solving in the real world.

1.2 We believe maths should be taught from a young age in a practical way, using resources, methods, equipment and the environment to build mathematical concepts visually in children's minds.

1.3 We feel children should develop their mental agility alongside this and recording maths processes should be secondary to gaining mathematical understanding of concepts. Recording of maths should be relevant to the process and stage of development of the child.

1.4 We aim to make mathematics an enjoyable and fun experience through providing relevant and personalised learning experiences depending on the age and ability of the child.

2. AIMS

2.1 We aim to:

- enable children to become numerate by encouraging them to know basic number facts.
- Use practical resources, methods, equipment and the environment to develop mathematical understanding of concepts
- excite and enthuse children with a love of mathematics.
- make children efficient problem solvers.
- encourage the use of language associated with mathematics.
- personalise children's learning of maths through setting across the school.
- follow the LC2 Calculation Policy when teaching calculation strategies.

3. INTENDED OUTCOMES

3.1 The programme of learning we provide will enable pupils to:

- be effective and confident problem solvers.
- have the opportunity to work individually and collaboratively in a variety of situations in the classroom.
- have access to the appropriate resources to assist learning.
- experience a range of teaching styles.
- experience working in an environment where work is celebrated and rewarded.
- practise their numerical skills in an ICT environment.
- use data handling skills in ICT and across the whole curriculum.

4. TEACHING OF MATHEMATICS

4.1 The children are grouped into year group sets. A few children are set in groups according to their ability, taking into consideration maturity, outlook and individual needs. Within the teaching groups children will work and be taught as a whole class, in groups, in pairs and individually

4.2 Maths groups are organised in the following ways:-

- Reception
- Year 1
- Year 2
- Year 3
- Year 4

4.3 Termly assessments are carried out and results analysed in order to place children in the appropriate group.

4.4 The children receive a minimum of 50 minutes of numeracy each day.

4.5 The new National Curriculum 2014 forms the basic structure of our medium term plans.

4.6 In addition the school targets children in across year groups who might need more support with maths. Interventions can then be offered to ensure progress across the curriculum.

4.7 ICT is used to teach, reinforce and enhance numeracy objectives where applicable.

4.8 All teachers follow the Calculation Policy for the teaching of calculation strategies.

4.9 All teachers teach mathematical concepts through practical and exploratory activities, methods and resources.

4.10 Maths teaching is not only restricted to the Maths lesson. Maths teaching is integrated across the teaching day through the use of daily maths challenges around school, interactive displays, role play areas and working walls, all of which children can access across the school day.

5. PROGRESSION AND CONTINUITY

5.1 All teachers plan their own work using the new National Curriculum. This is supported by the Hamilton Maths Plans which teachers can use as a basis for their planning and adapt for the needs of the children in their class.

5.2 The Head Teacher receives copies of the medium term plans and the subject leader receives copies of the teacher's weekly planning sheet. The subject leader and the Head Teacher scrutinise the plans to ensure progression is appropriate. This is available to view on the school website

5.3 Monitoring of children's books and planning is carried termly to ensure continuity, progression and curricular coverage. Teachers are given developmental feedback following this.

5.4 Samples of assessed work are dated and annotated with teacher comments and are kept in the Maths Portfolio which is compiled by the subject leader.

6. ASSESSMENT

6.1 Class teachers carry out both formal and informal assessments once each term using the assessments found in our Maths Profiles. Samples of assessed work are dated and annotated with teacher comments and are kept in the Maths Profile.

6.2 The class teacher sets both group and individual targets which inform planning, peer assessments. Next steps in learning are identified through our assessment package called Classroom Monitor.

6.3 Targets are shared, discussed and agreed with both parents and children at key points across the year.

6.4 The Head Teacher collects assessment data from each teaching group every term; the progress of individual children is tracked and monitored using Classroom Monitor.

6.5 Assessments at the end of Key Stage 1 (SATs) will be carried out in accordance with national guidelines.

6.6 The Governing Body are regularly informed of both informal and formal assessments. Each year the Head Teacher and Teacher governor meet with the Curriculum and Performance Monitoring Committee in November and June to share results.

7. RECORDING AND REPORTING

7.1 Parent Consultations are held three times each year where progress and attainment are shared with parents. .

7.3 A summative report on children's progress is given to parents in the form of the Annual School Report.

8. REVIEW PROCEDURES

The school's policy for Mathematics will be reviewed when;

- Two years have elapsed
- There has been changes in staffing or pupil intake
- There has been changes in national curriculum requirements
- The school wishes to renew the policy

Ian Wilkins

Mathematics Subject leader

Dec 2018

This policy was ratified by the full governing body.

Date of meeting:.....

Signed.....Chair of Governors