

School Policy for Mathematics

Introduction

The acquisition of and application of mathematical concepts and skills are of vital importance in a modern world.

The primary school Mathematics curriculum should provide a means of exploring the environment, develop the powers of logical thought and be relevant, meaningful and useful in everyday life.

Our school considers the acquisition of mathematical skills to be of fundamental importance and we give the teaching of all aspects of mathematics a high priority.

Entitlement

Mathematics is a core subject of the National Curriculum and all Programmes of Study are covered at least once a year in accordance with the Framework for teaching Mathematics (Primary National Strategy).

Aims

- To foster a positive attitude to mathematics and encourage its use with confidence, understanding and pleasure.
- To teach the children the basic rules and language of mathematics.
- To promote the use of mental strategies in numerical calculations.
- To encourage the children to discuss and explain the methods they employ in computational and problem solving exercises.
- To develop the children's skills in problem solving and investigative mathematics.

Objectives

- To plan and teach lessons based upon the learning objectives and structure recommended in the Framework for teaching Mathematics.
- To plan differentiated activities appropriate to the needs and abilities of different children.
- To give appropriate support to children with Special Educational Needs within the classroom and, if necessary, from other agencies.
- To support the less able through the use of appropriate intervention strategies and programmes such as 'Springboard' and 'Overcoming Barriers'.
- To make provision for the more able through a problem and investigation-based extension programme in Key Stage 2.
- To ensure that each child has a secure knowledge of number bonds, multiplication tables, patterns and relationships, enabling swift mental calculations and oral response.
- To teach children how to record their working in different ways appropriate to the task.

- To give children regular opportunities to apply their mathematical skills and understanding through problem-solving and investigative activities.
- To teach appropriate use of calculators as recommended in the Framework for teaching Mathematics.
- To use a range of computer software, web-based resources and programmable toys to support and reinforce learning in Mathematics.
- To use mathematical games to enhance learning.
- To set homework tasks for all children appropriate to age and ability, and to encourage parents and children to practise number skills on a regular basis.

Assessment and Recording

- Day to day assessments are made through marking and observations by class teachers and teaching assistants.
- Work in Mathematics is marked according to the Marking Policy.
- Class teachers keep a record of individual assessments throughout the year; these records indicate the level of attainment against Key Objectives / Assessment Focuses and may be annotated with additional notes.
- Individual assessments against the Key Objectives are made at the end of each term. Outcomes are used to set individual targets for future learning.
- The Foundation Stage Profile is used to record progress in the Mathematical Development element of the Early Years Foundation Stage curriculum in the Reception class.
- Statutory Assessment (SATS) takes place at the end of Key Stage 1 and Key Stage 2 (Years 2 and 6 respectively).
- QCA Non-statutory Assessment materials are used in the summer terms to assess progress in Years 3, 4 and 5.
- Progress and attainment in Mathematics are reported to parents at Parents' Evenings and in the Individual Annual Report.

Assessment for Learning

- The learning objective is shared with the children at the beginning of the daily mathematics lesson.
- The plenary may be used to encourage children to assess their work against agreed success criteria and to communicate their views on their own learning during the lesson.
- Children in Key Stage 2 are given a list of success criteria are asked to assess their own understanding at the end of a unit of work.

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This policy has been agreed by the staff and Governing Body and will be reviewed on a biennial basis.

Revised February 2012