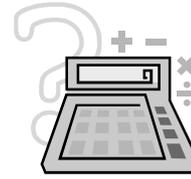




Acre Heads Primary School Maths Policy



Signed Staff:

Date:
Signed Governor:

Date:

Overview

At Acre Heads we believe that mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. We believe that it enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Aims

The aims of the mathematics curriculum are to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- promote confidence and competence with numbers and the number system
- develop the ability to solve problems through decision-making and reasoning in a range of contexts
- develop a practical understanding of the ways in which information is gathered and presented
- explore features of shape and space, and develop measuring skills in a range of contexts;
- understand the importance of mathematics in everyday life

Objectives

By the end of the Foundation Stage children will be able to:

- use mathematical vocabulary involved in counting, adding, subtracting, shape and space and measure
- count reliably up to 10 and recognise the corresponding numerals
- use developing mathematical ideas and methods to solve practical problems

By the end of key stage 1 children will be able to:

- demonstrate their knowledge and understanding of mathematics through practical activity, exploration and discussion.
- count, read and order numbers to 100 and beyond
- apply mental calculation skills effectively
- demonstrate knowledge and understanding of shape and space, learned through practical activity
- show a developing grasp of mathematical language and use it to explain their methods and reasoning when solving problems

By the end of key stage 2 children will be able to:

- use the number system more confidently, moving from reliable to fluent calculation with all four number operations
- tackle problems with mental methods initially, before seeking other approaches
- explore shape and space and develop their measuring skills in a range of contexts
- discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts

Basic Skills

We believe that the acquisition of basic skills is the foundation of all learning and that it is the responsibility of all staff to improve basic skills. The school is committed to maintaining and enhancing Literacy and Numeracy throughout the school. (See Appendix A for further information)

Implementation and Organisation

An appropriate balance and range of teaching styles will be used to meet individual learning needs and styles.

Planning in this subject will take into account the requirements of the Foundation Stage and National Curriculum. To ensure coverage of number work and concept work teachers will follow the planning structure as outlined in the National Curriculum. They will also use the key skill that children need to learn at each stage of their educational development and Progression in Calculations.

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as

answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Wherever possible, we encourage the children to use and apply their learning in everyday situations. At Acre Heads we place children into ability sets for mathematics throughout the school. Calculation Policy is appended (Appendix 1) and Overview of KS1 and 2 Strategies and Methods also appended (Appendix 2 and 3).

We use classroom assistants, where available, to support some children and to ensure that work is matched to the needs of individuals.

ICT

Pupils will be given appropriate opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in this subject. Whenever possible and appropriate pupils will be taught to use ICT in handling information, developing ideas, sharing information, reviewing, modifying and evaluating their work.

Monitoring

This subject will be monitored by all staff teaching the subject formally through the evaluation and assessment sections of the short term planning and the evaluation of medium term plans. The subject leader will monitor the medium term planning and consider particular issues with staff as appropriate. Monitoring aims to help raise achievement, improve standards, promote continuity and progression, inform planning, improve planning, promote efficiency, promote consistency, provide evidence and assist in the target setting process.

Monitoring of the standards of children's work and of the quality of teaching in mathematics is the responsibility of the senior leadership team, the management team and the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Inclusion

In planning and teaching, teachers ensure they set suitable learning challenges, respond to pupils' diverse needs and make every effort to overcome potential barriers to learning and assessment, for individuals and groups of pupils.

Differentiation

Setting will be arranged on an annual basis depending on the arrangement of classes within KS1 and 2 and the needs of the children. Pupils' work will as far as possible be differentiated to ensure that tasks and experiences take into account their abilities, aptitudes and needs and build upon their current achievements to provide opportunities for new learning.

Access

Equality of access to this subject will be maintained through consistent planning and ensuring that pupils are able to take part fully in all activities and the breadth of the subject. Problems regarding access for pupils with SEN will be addressed through appropriate differentiation and modification.

Equal Opportunities

Every effort will be made within this subject to ensure equality of opportunity. In doing so staff will have due regard to gender, race, culture and context as well as to capability. Modifications to activities and expected outcomes will be made for pupils with SEN and to those considered to be of high ability.

SEN Provision

At Acre Heads we teach mathematics to all children, whatever their ability. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum through age related expectations and classroom-based assessment allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Concern and SEN support will lead to the creation of a 'My Progress Passport' document (MPP) for children with special educational needs. The MPP may include, as appropriate, specific targets relating to mathematics. Provision is also made available for Dyscalculia whereby the child is screened and interventions put into place as appropriate. This is then reviewed and the child put forward for testing if appropriate. We enable pupils to have access to the full range of activities involved in learning mathematics.

Assessment

Assessment is an ongoing process which focuses on the learning objectives identified in the school planning documents. National curriculum grids will be used to record children's progress. We make short-term assessments which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

Medium-term assessments are used to measure progress against the objectives covered, and to help us plan the next unit of work.

We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of mastery checkpoints taken throughout the year, along with end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6s. Assessment tasks and material are available to support teachers with end of year assessment for children at the end of Years 3, 4 and 5 along with the national curriculum grids which are on-going throughout the year. Children in the foundation stage are continually assessed using the national Foundation Stage Profile.

Evaluation

Evaluation is the ongoing process of policy implementation and review. Evaluation in this subject is achieved through staff discussions and subject leader consultations which may focus on the understanding of the policy, staff development needs, resourcing and the impact of the policy on teaching and learning. As part of the evaluation procedures and the school development planning process the subject leader will carry out a range of monitoring activities including lesson observations, book and planning scrutinies throughout the year.

This gives the subject leader a chance to report strengths and weaknesses to the headteacher and to indicate areas for improvement.

Health and Safety

Where children are to participate in activities outside of the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Parental/Governor Involvement

A named governor is linked with this subject and is involved in curriculum development and monitoring.

A named member of the school's governing body is briefed to oversee the teaching of numeracy. This governor meets twice a year with the subject leader to undertake a LEGO meeting and review progress.

Cross-Curricular Elements

Please refer to school's multicultural statement for further information.

Mathematics contributes to the teaching of British values (i.e. budgeting), and personal, social and health education. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. Older children are presented with real-life situations as part their work, for example, on the spending of money.

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.

Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have a number line and a wide range of appropriate apparatus. Mathematical dictionaries are available in all classrooms. I pads are available with a wide range of apps for use throughout the school.

Reviewed

10.1.2018 by L. Britton Subject Leader

Appendices 1 Maths Policy
 2 Overview of KS1 maths methods and strategies
 3 Overview of KS2 maths methods and strategies