

# St. Hilda's CE Primary School

## Mathematics Policy

### Rationale

At St. Hilda's we aim to provide an effective learning experience for all our children. Mathematics is a tool for everyday life. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.



Pledge 1. To attend regular enrichment within your place of learning

Pledge 5. To actively engage in the world of work and to be moneywise

Pledge 6. To actively engage in fundraising events

### Aims

Using the Programmes of Study from the National Curriculum and the National Numeracy Strategy Renewed Framework for Teaching Mathematics it is our aim to develop:

- a positive attitude and enthusiasm towards mathematics
- fluency in the fundamentals of mathematics
- the ability to reason mathematically
- the ability to problem solve using mathematical understanding
- a deep understanding of mathematical language
- a readiness for real life mathematics and life beyond the primary curriculum
- confidence and proficiency in the understanding of number, arithmetic and mental calculation.
- confidence and proficiency with number, especially mentally
- the use of computing as a tool to enhance learning.

### Teaching and Learning

Teachers are responsible for planning and teaching all elements specified in the mathematics curriculum and the Development Matters document. They seek to take advantage of all opportunities to extend and promote mathematics to all of the curriculum areas.

#### **At the Foundation Stage:**

Teaching and learning promotes social skills and develops the mathematical understanding of young children through indoor play, outdoor play, and in every day school routines. Through the core principals of early years, there is a strong emphasis on practical equipment to support the teaching and learning of mathematics.

#### **Years 1 - 6**

The structure of Mathematics lessons is adapted to reflect the needs of the class. In each lesson teachers use a range of teaching strategies to enhance learning which may involve:

- practical methods, models and images to underpin all mathematical concepts
- interactive whole-class and group discussions
- practise in order to consolidate specific skills and prior learning

- opportunities to use and apply knowledge through problem solving
- develop and use correct mathematical language
- develop mathematical reasoning by asking questions and investigating mathematical ideas,.
- develop fluency and understanding of number, arithmetic and mental calculation.
- time to reflect on their own learning and make links with other work
- use of computing to support the teaching and learning of mathematics
- develop the ability to work in cooperation with others within the structures of the Kagan methodology.

### **Assessment and Recording**

At St Hilda's **Assessment for Learning** is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Assessment is carried out in a variety of ways including **formative** and **summative** assessment. This includes a termly assessment and ongoing observation and reflections throughout the year.

### **Inclusion**

#### **SEND**

Teachers plan lessons and activities which are differentiated to meet the needs of all pupils including those with **Educational Health and Care Plans** and **Personalised Learning Plans**. Children with SEND are taught within the daily mathematics lesson and are encouraged to take part when and where appropriate.

#### **Able, Gifted and Talented**

Children on the Able, Gifted and Talented register are given additional provision in the form of out of class learning, additional out-sourced activities and specialised interventions.

#### **EAL**

In the daily mathematics lesson we support children with English as an additional language in a variety of ways.

eg. repeating instructions, speaking clearly, emphasising key words, using picture cues, playing mathematical games, encouraging children to join in counting, chanting, finger games, rhymes etc. ....

#### **Equal Opportunities**

We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. It is pivotal that all children make progress and experience success at a personal level in Mathematics.

A specialised **mathematics teaching assistant** works with a variety of targeted groups throughout the school to support SEND, EAL and AG and T learners.

## **Monitoring and Evaluation**

The mathematics team are released from their classrooms in order to monitor and evaluate the quality and standards of mathematics throughout the school. The coordinators support teachers where needed, delivering professional development and sharing updated information regularly.

## **Resources**

All teachers should organise an area within the classroom dedicated to mathematics resources. This area is easily accessible to all children and allows them to become familiar with all resources. Resources which are not used or required regularly are stored centrally in the Mathematics cupboards.

## **Home/School Link**

The link between home and School is forged in a number of ways. In Key stage 1 and 2 homework is assigned on a regular basis through the use of Learning Logs. This will support the Mathematics work in the classroom. To give more detailed outlines of the child's progress; annual reports and twice yearly formal meetings are arranged but informal meetings are encouraged when needed.

## **Leadership and Management**

The class teacher is responsible for the organisation of mathematics in his/her own lessons based on the National Curriculum and Development Matters document.

The responsibilities of the Mathematics co-ordinators include:

- leading by example in teaching
- ensure policy is implemented effectively by all staff
- review/update policies
- organising and delivering INSET for staff
- ordering maths resources linked to the annual budget
- annual school development plan/evaluation
- monitoring & evaluation of Mathematics standards across school
- attend relevant training
- organise staff to attend training when required

Maths Team: V. Bainbridge, S. Hawthorne, S. Whitehead and S. Hodges.

Date: Spring Term 2015

Review Date: Spring term 2018