

Brighter Futures Academy Trust
Field Lane Primary
Mathematics Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
C.Howarth /V.Dear	January 2016	October 2017

Introduction

Mathematics is an integral part of everyday life. It helps us to make sense of our world.

Mathematics provides us with tools to:

- Tackle real life problems;
- Communicate information;
- Develop skills which are essential in most other areas of the curriculum;
- Enjoy what can be obtained from appreciating the power of mathematics.

This policy affects all year groups in the school. It takes into account the National Curriculum 2014 for mathematics.

Vision statement

'A good mathematician at Field Lane we

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics
- Are able to identify mathematical relationships, both spatial, numerical and logical, and see their relevance to everyday life.
- Are able to carry out practical activities involving measurement, estimation and calculation.
- Are able to use money in everyday situations.
- Are able to read and record mathematical statements using correct terminology and symbols.
- Are able to use and interpret diagrams, charts, graphs and tables.
- Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have developed an ability to use and apply mathematics across the curriculum and in real life
- Have developed an understanding of mathematics through a process of enquiry and experiment
- Have developed an ability to calculate mentally drawing on a range of strategies and knowledge of number facts

Aims

The aim of the National Curriculum 2014 for mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

Our mathematics curriculum aims to:

- Provide a positive attitude to mathematics by making it interesting, purposeful and enjoyable;
- Develop an awareness of the relevance of mathematics in the real world;
- Offer a broad based curriculum which enables pupils to operate effectively at their own level within the National Curriculum strands;
- Promote and encourage children to use a variety of approaches in mathematics to solve problems and carry out investigations;
- Develop, use and understand the language of mathematics at the child's own level;
- Be able to record their work in a clear, accurate and systematic way;
- Develop the ability to estimate and approximate with confidence;
- Develop the ability to think logically, reasonably and creatively in mathematics;
- Perform calculations mentally and written and be able to choose the most appropriate method;
- Develop the ability to work both independently and collaboratively;
- Provide opportunities to use a variety of equipment to stimulate and develop mathematical learning situations;
- Achieve a sense of satisfaction through success;
- Develop self-confidence and a positive attitude to their own abilities.

Children deserve:

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success
- To have adults working with them to tackle the specific barriers to progress they face.

The National Curriculum 2014 for mathematics is designed to help practitioners, teachers, schools and settings achieve this ambition.

Curriculum Development and Organisation

At Field Lane we follow our own scheme of work for Mathematics, based on the new National Curriculum (2014), which ensures continuity and progression in the teaching of mathematics. Teachers follow the Calculations Policy (see Appendix A) to ensure consistency in teaching written methods for the four operations of number and to ensure progression through the school. As a school, we have common high expectations and standards regarding both presentations and methodology, these are set out in the calculations policy. Children's recordings are encouraged to be:

- Neat and of a high standard;
- Presented in a clear and organised way;
- Presented in a variety of forms e.g. diagrammatically, graphically, pictorially, as a model or a written form.

When recording their calculations, investigations and other mathematical work:

- Children are encouraged to formulate their own ways of recording their results;
- Teachers model the children's verbal explanations;
- Teachers demonstrate standard methods.

Teaching and Learning

The curriculum is delivered by class teachers. In all classes children are taught in a variety of groupings and work is differentiated in order to give appropriate levels of challenge for each ability group. Where children are struggling with maths a 1:1 or small group, intervention programme will be implemented based upon individual needs. These interventions will be delivered by teachers or teaching assistants, under the guidance and planning of class teachers.

It is essential to have continuity and progression throughout the mathematics curriculum.

This is achieved through:

- A balance of practical, investigative, oral and written activities is used throughout the school.
- Children being given the opportunities for investigative work and problem solving, at all ages and levels, to develop their ability to apply their mathematical skills to real life situations.
- A cross-curricular approach is used to provide first hand experiences wherever appropriate.
- The children developing their mathematical language through opportunities to question and explain their activities and in discussion with the teacher, support staff and each other.

Inclusion and Equal Opportunities

All children are provided with equal access to the Mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

SMSC

At Field Lane SMSC is embedded into every aspect of the curriculum. In mathematics this is through:

- Celebrating mathematics achievements in reward assemblies;
- Work collaboratively in pairs or small groups and respecting others' views within the group;
- Sharing opinions and explaining answers to others;
- Following the classroom rules and taking care of equipment;
- Inspiring children to seek out mathematical patterns in the world around them.
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Roles and Responsibilities

The subject leader for maths is responsible for the following areas:

- Ensuring understanding of the National Curriculum (2014) amongst teachers and teaching assistants
- Keeping up to date with developments in maths teaching.
- Observing colleagues and monitoring planning and quality of teaching.

- Leading by example in the way of teaching in own classroom.
- Preparing policy documents.
- Advising colleagues and helping to develop expertise.
- Encouraging the development of maths activities that are appropriately differentiated and enable progress.
- Liaising with the Head of Schools and SLT across the trust, and working with the maths team for the trust.
- Making purchasing decisions.
- Contributing to INSET training of staff.
- Regular reports are made to the governors.

Subject Monitoring / Evaluation of provision

The subject leader is responsible for monitoring and evaluating curriculum progress. This is carried out through: analysis of data; books and planning scrutinies; lesson observations; staff and pupil discussions and audits of resources.

Pupil Assessment

- The Early Years Foundation Stage Profile (EYFSP) is inputted on a half termly basis in Reception and can be shown on the progress graphs. Early Essence can also demonstrate this.
- Each class teacher is responsible for monitoring and evaluating the progress of their pupils Mathematics skills.
- Children are also formally assessed at Year 2 and Year 6 according to Government testing and tasks.
- Years 3, 4 and 5 may also undertake optional testing in mathematics based on their end of year expectations.
- A progress tracking system is used to closely monitor children's progress throughout the school.
- Teacher assessments are entered at agreed times throughout the year and are closely analysed by the subject leader and Senior Leadership Team.

Home / school links

We see the relationship with parents very important in supporting their children's mathematics skills. We involve the parents in their children's learning by:-

- Providing regular parent's meetings which give them verbal on their child's progress and their targets for the future.
- Providing half termly curriculum letters informing the parents about the areas of the curriculum that are being covered.
- Providing an end of year report which outlines progress and attainment.
- Providing meetings to inform parents on how we teach mathematics and how they can help.
- Sending home maths games/activities when appropriate.