

“Learning to Live and Living to Learn”



Mathematics

Policy

Written by Tom Clement

Implementation: January 2018

Review: September 2019

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Mathematics Policy Introduction

Mathematics teaches children how to make sense of the world around them, through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be bold, provide breadth, be relevant and differentiated to suit the needs of all children. It should be flexible, motivating all pupils, thus encouraging success at all levels.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Mathematics at Rushwick C of E Primary School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Mathematics making it an enjoyable experience.
- To promote confidence and competence with numbers and the number system.
- Encourage pupils by believing that every child, with hard work, can make good progress in Mathematics through promoting a Growth Mindset.
- To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science.
- To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language.

Children

- To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion.
- To develop confidence and competence with numbers and the number system.
- To develop the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science and Geography.
- To develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using mathematical language.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Mathematics.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with Mathematics homework, including the importance of learning their times tables off by heart using FROG Maths.
- To praise their children for the good things that they do in Mathematics.
- To communicate and work with school whenever further support is needed to develop their children’s mathematical skills and understanding.
- To make mathematics part of children’s everyday lives.

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Governors

To appoint a designated link governor who will:

- Meet with the Mathematics Subject Leader at least once a year to find out about; the school’s systems for planning work, supporting staff and monitoring progress; the allocation, use and adequacy of resources; how the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of Mathematics.
- Promote and support the positive involvement of parents in Mathematics.
- Attend training and other events relating to the Mathematics curriculum.
- To be understanding and supportive of our aims in the learning and teaching of Mathematics and to review this policy annually.

Implementation of the Mathematics Policy

Foundation Stage organisation

- Our Foundation Stage teacher will use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage.
- The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and mathematical skills.
- The children explore, enjoy, learn about, and use Mathematics in a range of personalised situations.
- Mathematics is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.

The National Curriculum for Mathematics

- Our teachers follow the White Rose Maths scheme. Mathematics is taught to a mastery level, aligned with the National Curriculum 2014.
- The White Rose Hub Mathematics scheme has full coverage of the National Curriculum 2014 objectives for each year group and taught in blocks.
- Assessment of mastery within Mathematics, will be supported by the termly Rising Stars PUMA Assessments and tracked by half-termly progress assessments.
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it using Concrete, Pictorial and Abstract representations.

Resources

- The use of Mathematics resources is integral to the concrete – pictorial – abstract approach and thus planned into our learning and teaching.
- We have a wide variety of good quality equipment and resources, both tangible and ICT based, to support our learning and teaching.
- These resources are used by our teachers and children in a number of ways
- Standard resources are located in individual classes including the following: number lines, multi-link cubes, dienes, hundred squares, shapes, Numicon and more. Other shared resources are centrally stored.
- Teachers to use the school grounds as an outdoor classroom when possible, for example, when teaching length, area or perimeter.

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Calculation Policy

- Please refer to our Calculation Policy following the White Rose policy.

Homework

- Mathematics homework is set for children in Years 1-6 each week.
- Homework is based on number bonds and Times Tables, until a child is secure.
- Other Maths work can be set when appropriate.

Parents/Carers

- The School aims to involve parents/carers in their children’s learning as much as possible and to inform them regularly of their child’s progress in Mathematics.
- Parents/carers have the opportunity to meet with child’s class teacher at least twice a year at Parent Consultation Meetings and receive a written report at the end of the year.
- Parents/carers are encouraged to speak to their child’s teacher at any point during the year, either informally or by making a specific appointment to discuss anything to further support them at home.
- Information about their child’s standards, achievements and future targets in Mathematics is shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child’s learning.
- Parents/carers are encouraged to support their children with homework.
- School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through Parent Evenings.
- The Year 6 teachers annually hold a SATs Parent’s Evening to inform and discuss the SATs tests in Mathematics.

Subject Coordinator

- The role of the Subject Coordinator is to provide professional leadership and management in Mathematics in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff and efficient/effective deployment of resources.
- The Subject Coordinator to attend meetings with cluster schools to share ideas and resources, feeding back key information to the staff.
- The Subject Coordinator will train and coach staff on Mathematical pedagogy within the school and keep up-to-date with developments from a county and national level.
- The Subject Coordinator has regular discussions with the Head Teacher and other senior leaders about learning and teaching in Mathematics and provides data and a subject overview of the strengths and weaknesses of Mathematics within Rushwick C of E Primary School on a termly basis.
- During the academic year the Subject Coordinator has specific allocated time for subject self-evaluation activities.

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