



Maths Policy

Introduction

This policy outlines the purpose, nature and management of Mathematics teaching at Hayeswood First School. Mathematics is one of the core subjects of the National Curriculum. It is a creative subject which enables children to explore and make sense of everyday life through the discovery of relationships and problem-solving.

It was formulated after discussion with the teaching staff and with careful consideration of the Foundation Stage Curriculum and the National Curriculum.

Aims

In addition to the school aims, in Mathematics we aim:

- To promote a positive attitude so that children approach Mathematics with confidence and enjoyment.
- To enable children to develop a flexible approach when solving problems and to apply their skills to a variety of contexts.
- To develop an understanding of Mathematics through a process of enquiry, exploration and structured learning.
- To enable children to appreciate and recognise relationships and pattern in Mathematics.
- To enable children to communicate effectively using correct Mathematical language.
- To develop an ability to think and reason clearly and with confidence, flexibility and independence.
- To enable children to use Mathematics as a tool in other curriculum subjects as well as out of school, developing the skills that will assist them throughout their lives.
- To allow children to develop the key competencies of visualisation, number sense, generalisation, metacognition and communication.

Approach

All children will be taught the skills and knowledge of Mathematics as outlined in the Foundation Stage Curriculum and the National Curriculum. The Trust's own progression of skills in mental and written calculation strategies is also used.

Key Stages 1 and 2 follow the 'Maths No Problem' programme which is fully aligned with the National Curriculum for Mathematics. They are taught using a collaborative, child-centred approach which equips them with the fluency, thinking skills and resilience to apply their knowledge to different Mathematical problems.

The children receive a daily Mathematics lesson. Certain facts and skills may be practised at other times during the day.

Although Mathematics will be taught as a separate subject, wherever possible links will be made with the cross curricular topics occurring at any given time. Our Mathematics programme allows for each aspect to be studied thoroughly so that children can master concepts and therefore do not need to regularly revisit them. Subsequent units build on and extend the knowledge and understanding already acquired.

Lessons are taught using a problem solving approach which encourages the children to develop higher-level thinking. The children are always encouraged to select and use equipment and models and to talk about their work. Whenever it is applicable ICT is used to support Mathematics.

Content

All teachers are responsible for teaching the Mathematics National Curriculum aims and programmes of study using Maths No Problem. In Early Years a Maths No Problem approach is used where possible. Every lesson allows time for children to explore, talk about what they are doing and communicate in writing. New concepts are learned initially using concrete examples, they then progress to drawing pictorial representations before using more abstract symbols.

Resources

A range of resources and equipment is kept in Badger base quiet room and is maintained by the Maths Subject Leader. A bank of resources such as number lines, multilink, etc are kept in individual classrooms. Numicon is also used in Reception and Year 1 to develop Mathematical understanding. Children are always encouraged to select equipment appropriate to a task.

ICT is used to support learning in Mathematics wherever appropriate and they use 'sumdog' to practise skills, facts and reinforce concepts they have learnt.

Health and safety

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that investigative activities (particularly when using weights, metre sticks, etc) are closely supervised and the children are made aware of the dangers.

Assessment

All teachers are responsible for the continuous assessment of the children to provide information for future planning and so raise the standards of learning. Assessments are based on observations, discussions, finished work and tests where appropriate.

Assessment on the progress through the key objectives is ongoing and individual pupil progress is made using all the information gathered. Age related judgements are made and targets are set which are shared informally with parents at the Spring term parent consultations and through the child's annual report. The children are made aware of their successes and areas for improvement through marking and AFL systems.

Special Educational Needs and Equal opportunities

All children irrespective of gender, race or disability have equal access to the Mathematics curriculum. The children work through a programme of work at the same pace and ample time is spent on topics to deepen understanding and master concepts. Children who are struggling on an aspect are supported through adapted content, further use of resources, having the opportunity to work with others and having more time to process the information. More rapid learners are challenged using unusual and new problems or activities so that they can develop their learning at greater depth. Intervention is used to support identified children in each class. Some children may require more support in Mathematics and will have specific targets identified on their IEPs.

Home Learning

Mathematics home learning is sent on a weekly basis. Years 1 and 2 practise key skills, facts or aspects of their learning that week through a game, a practical activity or a written task. Years 3 and 4 learn and practise mental maths facts such as addition bonds, or times tables. See Home Learning policy for further details.

The Role of the Subject Coordinator

The subject coordinator for Mathematics:

- Oversees the delivery and assessment of Mathematics in the school
- Is responsible for coordinating the writing of a policy in conjunction with other teachers
- Supports staff with the implementation and delivery of Maths No Problem.
- Reviews planning and activities regularly so that relevant modifications can be made
- Monitors the implementation of the National Curriculum and standards in this subject.
- Maintains an action plan and liaises with the Headteacher with regard to the School Development Plan
- Is responsible for updating staff about new developments in Mathematics
- Advises colleagues on resources to aid teaching and learning and is responsible for monitoring resources and making purchases as necessary.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed:	February 2018
Approved by Governors:	
Next Review:	February 2019

