



MATHEMATICS SCHOOL POLICY

AIMS AND OBJECTIVES

Mathematics starts from a desire to explain the real world. It is a creative subject in which ideas can be generated, tested and refined.

Through mathematics in our school we aim to:

- Provide mathematics lessons that are of a consistent high quality that promote enjoyment and enthusiasm.
- Develop children's abilities to use and apply mathematics effectively in everyday situations, using precise mathematical vocabulary.
- Encourage children to communicate their ideas both orally and in written form.
- Develop independent, as well as co-operative, ways of working, encouraging children to explore ideas and activities in a variety of group settings.
- Develop the children's ability to recall number facts quickly and accurately and use appropriate mental and/or written calculation strategies (for specific guidance please refer to our calculations policy)
- Develop the confidence of our pupils and their ability to apply their mathematical knowledge and skills in a variety of challenging real life situations.
- Develop children's logical thinking and reasoning skills.
- Develop the children's awareness of mathematics as a powerful tool that has applications both inside and outside of the classroom.

Principles of high-quality Maths work at Wentworth Church of England Junior and Infant School

Through careful short term and medium planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Practical activities and mathematical games.
- Problem solving.
- Individual, group and whole class discussions and activities.
- Open and closed investigations.
- A range of methods of calculating e.g. mental, pencil and paper and using a calculator.
- Using ICT as a mathematical tool.
- Using and manipulating a wide range of practical resources and materials.

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

MATHS PLANNING

During the children's time in our school, we aim to ensure that all parts of the 2014 National Curriculum Programme of Study are taught, enabling all children to achieve the highest standards possible in mathematics and benefit from a broad, rich and personalised curriculum.

DAILY MATHS TEACHING

The approach to the teaching of daily mathematics within the school is based on four key principles:

- A mathematics lesson every day
- A clear focus on encouraging children to explain their thinking and develop justifications for answers and decisions;
- An emphasis on mental and written calculation, particularly knowledge of multiplication tables;
- Regular opportunities to use and apply the mathematics which they have learned, both within maths lessons and across the curriculum

ASSESSING PROGRESS

Assessment for learning is continuous throughout the planning, teaching and learning cycle. However children are more formally assessed termly in KS1 and KS2 using a variety of methods:

- Observing children at work, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children
- Considering work/materials / investigations produced by children together with discussion about this with them.
- End of unit assessment tests or assessments.
- Additionally, in the summer term formal tests in year 2 and year 6 are used to support teachers in determining the level each child is working at and assist teachers in identifying gaps in children's learning and target specific support

INCLUSION

We will identify the needs of all children and use appropriate organisational strategies, resources and multi-sensory teaching methods to cater for these needs.

Where applicable children's IEPs incorporate suitable objectives from the 2014 National Curriculum and teachers keep these objectives in mind when planning work. Additional support staff will be made available where necessary to support groups or individual children, working collaboratively with the class teacher. Within the daily mathematics lesson teachers also provide activities to support and challenge those children who are high achievers in mathematics Teachers are encouraged to provide opportunities for the 'most able' children to be challenged in their thinking in a variety of ways.

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EQUAL OPPORTUNITIES

All children, regardless of their race, sex, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of mathematics. We recognise the wide cultural origins of our mathematics and illustrate this in our teaching so that children gain affirmation of their very varied cultural backgrounds. Additionally, mathematics is incorporated into a wide range of cross-curricular subjects and we seek to take advantage of the many multi-cultural aspects of mathematics.

CONTINUED PROFESSIONAL DEVELOPMENT

Development of Teacher's mathematical subject knowledge is encouraged, with external courses being sourced where necessary, or internal INSET being provided by the mathematics coordinator facilitating the use of an SLE for Mathematics.

Resources for mathematics are updated annually, according to need. Those resources used daily are easily accessible in every classroom; those not used regularly are stored centrally in the maths resource area (storeroom by the staircase). As new resources become available, including apps staff will be made aware of their availability during staff/phase meetings and training provided by the mathematics coordinator where appropriate.

SHARING INFORMATION WITH PARENTS

We recognise and value the interest, support and involvement of the parents in their children's mathematical development and keep them up to date with any developments in this area. We actively encourage parents to help their children in learning mathematical facts and skills, through formal and informal meetings as well as leaflets and booklets, parents will be offered opportunities to come in to school and work alongside their child during maths activities. Homework is also set to consolidate schoolwork and encourage involvement of parents.

Effective Date

This policy became effective in summer 2016, will reviewed in summer 2018.

