



Bosley St Mary's Primary School

Mathematics Policy 2015

Maths Curriculum Leader – Angela Shaw

This policy reflects the values and philosophy of Bosley St Mary's Primary School. This policy should be read in conjunction with The New National Curriculum Framework

Audience

This policy is available to all stakeholders

Aims and Objectives

- To foster a positive attitude to mathematics.
- To equip all pupils with the necessary mathematics skills for life.
- To provide opportunities to use mathematics in everyday situations.
- To use mental strategies effectively.
- To find mathematics exciting and enjoyable in its own right.
- To encourage the development of enquiring minds through problem solving.
- To develop ordered and structured thought, work and presentation.
- To enable pupils to participate in mathematical discussion and investigation.

Planning

The New Primary curriculum lays out the teaching for each year group in each term.

Lessons are planned from the Hamilton Trust Mixed Age planning grids

Teachers plan lessons based on assessment of the children's prior knowledge and skills.

It is important that where differentiation takes place, this is clearly noted on the plan.

Children are taught in ability groups in mixed age classes. Children with specific mathematical needs may have access to additional support or intervention programmes e.g. Power of 2, Numicon, The Dyscalculia Toolkit, Number Shark

Lesson Organisation

The format of the numeracy lesson can include a short mental starter, a main teaching session and a plenary. Mental maths sessions do not necessarily link to the main teaching session. Furthermore, the plenary is an important part of the daily mathematics lesson. It should not merely be a show and tell, but should assess children's learning, deepen their understanding and challenge them further.

During the main session there should be a balance of:

- Whole-class, group, and individual teaching.
- Independent /co-operative work.
- Practical, mental and written mathematics.
- Predicting /estimating /checking.
- Modelling, explaining, demonstrating, observing, questioning and reflecting.
- The use of ICT

Problem solving should be both integrated into lessons and taught separately.

There should be opportunities for discussion; and questioning should be predominantly 'open' rather than leading.

Cross-curricular

Mathematics should be taught in other subject areas wherever possible and appropriate. This helps to broaden and consolidate mathematical concepts by using maths in a purposeful way. It enables children to realise that mathematics is important in the world around them.

Marking, assessment and recording

Teachers should mark work thoughtfully, making comments and giving feedback that moves children on in their learning. Pupils should be given regular opportunities to respond to comments. Misconceptions need to be addressed.

Comments may include:

- Can you explain your method?
- Can you do this a different way?
- Can you show your working out?
- Why do you think this answer was wrong?
- How do you know this is the right answer?
- Have you found all the solutions?

This will be monitored through termly book scrutiny.

Children's progress is assessed each term using the Assessing Pupil Progress (APP) format. Pupils will also be given test papers to confirm teachers' judgements.' Informal assessment is ongoing and is based on detailed observations. This summative assessment is used to monitor progress and decide next steps. Those with gaps will be monitored using the Sandwell Maths Assessment and appropriate interventions will be set up to provide for their individual needs.

In addition to this the year 2 and year 6 children take national tests in May. The Early Years Foundation Profile is completed throughout the Reception Year and transition to Year 1.

All teachers make a judgement about children's attainment termly and this is recorded on the Pupil Tracker.

Parents are kept informed of their children's progress through formal written reports and parents' evenings. Furthermore we operate an open door policy and encourage parents to liaise with staff if they have any concerns about their children's progress.

Homework

In both classes maths homework is set each week and is intended to be a consolidation of work completed previously in class.

Presentation

All children should put the abbreviated date in the top of the page. A teaching objective should be given for each piece of work.

Children write in pencil and should be encouraged to place a single digit in each square.

The use of erasers is discouraged. Teachers mark with a green pen and children make comments and corrections in a different colour.

Resources

The majority of resources are located in the maths teaching bay.

Each class has access to an interactive whiteboard.

Special needs resources are available in the Staffroom.

Classroom organisation

The classroom should be organised so that children can see the board clearly. They should have regular access to computers and be able to work in a group where appropriate. Children should be encouraged to show independence in choosing the resources and materials needed for each task.

Inclusion/Equal opportunities

Mathematics lessons should enable all children to gain confidence and competence in mathematics.

Mathematics is taught as part of a broad, balanced curriculum.

We should also seek to take advantage of the cultural aspects of mathematics, eg: through geography and history.

Children should be given work which is appropriate to their ability and challenges them to learn more. Work should take into account the targets set for individual children, for example: whole class, group or individual targets.

Strategies should be developed that allow children to learn in ways which best suit them. Lessons should incorporate a variety of visual, auditory and kinaesthetic methods of teaching to cater for all learners.