



Mathematics Policy

January 2015

Vision Statement

We believe that confidence and competence in mathematics are life skills. We aim not only to develop these skills in our pupils but also to instil an enthusiasm for the subject and a creative approach to problem solving.

Our Aims:

Our aims are:

- to promote enjoyment and enthusiasm for learning in maths through practical activity, exploration and discussion,
- to promote confidence and competence with numbers and the number system,
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts,
- to develop a practical understanding of the ways in which information is gathered and presented,
- to explore features of shape and space, and develop measuring skills in a range of contexts,
- to understand the importance of mathematics in real life situations,
- to develop a range of mental skills that children can use confidently as a first option when tackling a problem.

Teaching and learning style

The school uses a variety of teaching and learning styles in mathematics lessons including:

- whole-class and focus group teaching,
- encouraging children to ask/answer mathematical questions,
- using a wide range of resources,
- using computing in mathematics lessons.
- Exploration and investigative skills in Early Years

Wherever possible, we encourage the children to use and apply their learning in real life contexts.

Inclusion

All children regardless of age, ability, gender and ethnic origin will have access to a full range of mathematical activities.

Curriculum

Planning follows the National Curriculum (2014) for year groups Year 1 to 6 and the Early Years uses the Early Years Foundation Stage Framework. The planning is differentiated as appropriate. This ensures that learning objectives are well matched but challenging for all ability groups, including Gifted and Talented and SEN children.

Assessment and Recording

We assess children's work in mathematics using summative and formative assessments. We make short-term assessments which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. Summative assessments are made at the end of blocks or units of work. Assessment is used to inform intervention groups using such resources as Snap Maths.

Resources and Computing Equipment

Both schools are well resourced and each classroom has a range of materials available to support all aspects of the maths curriculum. ICT is used, where appropriate, to support the curriculum.

Staff Development

The maths subject leaders at both schools will ensure that the staff have training and development needs identified through monitoring of planning, teaching, learning and informal assessment. They will also organise and provide training such as: INSET, year group based training, TA training and staff meetings. Training will be in line with needs identified in the School Development Plan.

Approval Date:

Signed: Maths Leaders **Date:** January 2015

Review Period: Bi-annual **Review Date:** Spring 2017