



## **Mathematics Policy**

### **Mission Statement**

**INSPIRE....** a love for learning, creativity and curiosity, imagination and independence, care and consideration. **INSPIRE....** each other as individuals, collaboration within our community and awe and wonder for God's world

### **Aims of Mathematics**

Using the programmes of study from the National Curriculum it is our aim to develop:

- A positive attitude towards mathematics as an interesting and attractive part of the curriculum.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative and ability to work both independently and in cooperation with others.
- An ability to communicate mathematics.
- An ability to use and apply mathematics across the curriculum and in real life.
- An understanding of mathematics through a process of enquiry and experiment.
- Personal qualities such as perseverance, independent thinking, cooperation and self-confidence through a sense of achievement and success.

### **School Policy and the National Curriculum**

#### **Knowledge, Skills and Understanding**

At KS1 and KS2, teachers use the National Curriculum for Teaching Mathematics and the Lancashire Mathematics Programme to ensure that all parts of the National Curriculum Programme of Study are taught.

The National Curriculum for Mathematics (2014) describes in detail what pupils must learn in each year group. Combined with our Calculation Policy, this ensures continuity and high expectations for attainment in mathematics.

#### **Breadth of Study**

Through careful planning and thorough preparation we aim to ensure that throughout the school children are given the opportunity to take part in:

- Practical activities and mathematical games
- Problem solving tasks
- Individual, group and whole school discussions and activities
- Open and closed tasks
- A range of methods of calculating e.g. mental, pencil and paper/wipe board, practical and formal
- Working with iPads and computers as a mathematical tool.

#### **Scheme of Work**

Our school scheme of work is a working document composed of ongoing plans produced on a week by week basis. Plans are developed from the National Curriculum for Mathematics and the Lancashire Mathematics Programme and take into consideration the needs of all our children.

#### **Cross Curricular Issues**

Throughout the entire curriculum opportunities exist to extend and promote mathematics. Teachers actively seek to take advantage of these.

#### **Planning and Organisation**

Each class group is responsible for the mathematics in their class in consultation with the Mathematics Subject Leader. The approach to the teaching of mathematics within school is based on three key principles:

1. A daily Mathematics lesson (between 45 and 60 minutes) and weekly Mental Maths sessions (KS2 only).
2. A clear focus on direct, instructional teaching and interactive oral work with the whole class and group.
3. An emphasis on mental calculation and place value.

Children in Nursery and Reception follow the Foundation Stage Curriculum for Mathematics, as they make progress towards and where appropriate beyond the Early Learning Goals.

Towards the end of reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time they reach Year 1 children are familiar within a 45 minute lesson.

### **Assessment**

The Lancashire Key Learning Indicators of Performance (KLIPs) materials support assessment for learning within Key Stage 1 and 2. Statutory assessment is carried out at the end of key stage in line with STA Assessment and reporting arrangements. Within the EYFS all children are assessed against the Early Learning Goals or National Curriculum at the end of Reception.

Regular moderation sessions are held within school. Staff also attend LA meetings and work with LA consultants to ensure accuracy in assessments.

### **Resources**

Mathematical resources are stored in dedicated areas within each classroom. These areas are clearly labelled and easily accessible to all children in Reception and KS1, in the KS2 class resources are stored centrally for all year groups but there are Mathematical resource baskets that pupils can use during every lesson if they wish.

### **Monitoring and Evaluation**

The mathematics subject leader works alongside all the teachers; monitoring and evaluating the quality and standards of mathematics throughout the school. Opportunities to review the scheme, policy and published materials are given on a regular basis during staff meetings.

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Review Date...annually or sooner

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