Maths Policy

2016-2017

Maths Lead: Naureen Akhtar

Policy Review date: September 2019

George Carey Church of England Primary School

Aims

- To develop positive attitudes towards mathematics and lifelong learning.
- To develop competence and confidence in mathematical knowledge, concepts and skills, e.g. estimate with confidence.
- To develop dialogic approaches to learning using language of maths.
- To develop the ability to use and apply mathematics across the curriculum and in real life.
- To develop an understanding of mathematics through a process of enquiry.
- To use a variety of approaches to find the most appropriate method.

Teaching and Learning styles

We use a variety of teaching learning styles through:

The school follows the National Curriculum 2014 objectives, which is supported by using published material- Maths for Mastery – Singapore approach.

This provides flexibility, which allows teachers to be creative and develop professionally whilst at the same time, supports the less confident or newly qualified teachers.Teaching and reinforcement of maths objectives through other curriculum subjects (particularly Science and Topic) Additional reinforcement activities during various times of the day – work basic skills sessions.

Teaching strategies

The whole class works through the programme of study at the same pace with ample time on each topic before moving on. Ideas are revisited at higher levels as the curriculum spirals through the years.

- **Differentiated tasks** - Tasks and activities are designed to be easy for pupils to enter while still containing challenging components. For advanced learners, the textbooks also contain non-routine questions for pupils to develop their higher-order thinking skills.
- **Problem solving** - Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher-level thinking. The focus is on working with pupils' core competencies, building on what they know to develop their relational understanding, based on Richard Skemp's work.
- **Concrete pictorial abstract** approach - Based on Jerome Bruner's work, pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign.
- **Variation** - The questions and examples are carefully varied by expert authors to encourage pupils to think about the maths. Rather than provide mechanical repetition, the examples are designed to deepen pupils' understanding and reveal misconceptions.

Mission Statement

A Christian school for all, at thheart of the local community, where everyone grows together in knowledge, understanding, friendship and love.

Core Values

Respect Unity Peace Love

Resources and display

In our school:

- Children are encouraged to work independently where appropriate within the classroom, selecting the equipment they need, using it properly and appropriately and returning it to its correct place when an activity is completed.
- We recognise the importance of a stimulating environment. The school provides an environment, which is rich in a wide variety of print, pictures, diagrams, charts, tables and images.
- Each classroom has a mathematical display area, which includes a working wall with mathematical vocabulary, visual aids and interactive activities where appropriate.

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Maths curriculum planning

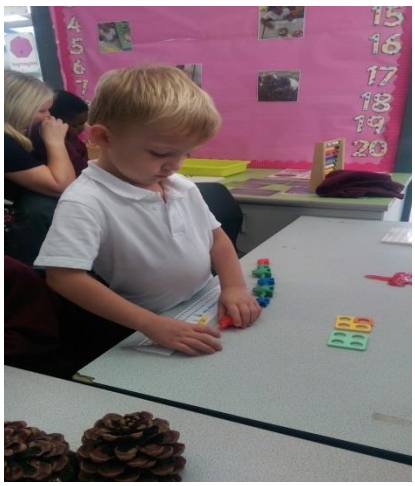
The National Curriculum provides the long term planning for the mathematics taught in the school.

The school has a common format for short term planning which is used throughout the school from Y1 to Y6. It outlines the objectives (taken from medium term planning – unit overview for the term) key questions, differentiation, activities (student led/teacher led) success criteria, assessment and student reflection opportunities for the unit of work. This is regularly monitored by the Maths lead or the Heads of School.

- Class teachers select the objectives to be taught each week. Teachers use their own judgement (supported by Heads of School) as to the order of delivery and timing may be flexible in response to learning.
- Assessment opportunities are indicated an ongoing assessment notes are made on the plan.
- Plans are annotated to allow for amendments throughout the unit of learning.

Foundation

We teach maths in the foundation stage as an integral part of the school's work. For these children provision is made for the ELG mathematics strand objectives. These are linked with the year 1 objectives form the National Curriculum 2014 where appropriate.



Assessment

Short term Children's classwork is assessed frequently through regular marking, analysing children's errors, questioning and discussion. Children's work is marked and feedback is given with next steps as in line with the marking and feedback policy. The aim is to achieve a dialogue between teacher and child.
Medium term Each term pupils in each class are assessed using the MNP tests. Staff use these assessments to track pupils' progress, using information gained from the daily and weekly teaching of mathematics to record a judgement for each child. A moderating meeting to review the accuracy of these judgements is held each term and furthermore discussed at regular pupil progress meetings.
Long term Long term assessments are made against progress towards Age Related Expectations.
The following tests are carried out annually: SATS at the end of Y2 and Y6.

The results of these are recorded on class lists and numerical target are set for the following year. The children are assessed in the early years using the Foundation Stage Profile.