

Shalfleet C.E Primary School

Mathematics Policy

As a Christian school, we value each child as special and unique in the sight of God, and, through the love, challenge and opportunities we offer, seek to enable them to develop as confident, caring and successful young people within our 'Safe Haven'.

Philosophy:

Studying mathematics is essential to many future skills needed in adulthood. It encourages a logical way of thinking, reasoning and problem solving, the ability to think in abstract ways, as well as being important in everyday life.

Principles:

1. The aims of mathematics are to teach pupils to:
 - develop the appropriate vocabulary to explain their findings;
 - understand number operations at the appropriate level for their age and ability;
 - ask and answer questions logically;
 - develop problem solving skills;
 - explain methods and reasoning;
 - present their findings in a universally understood format;
 - develop an interest in, and enjoyment of, all mathematical thinking.
2. Pupils should appreciate the relevance of mathematics to everyday life, and be able to apply mathematical skills to any relevant situation in which they find themselves.
3. Wherever possible, mathematics should be related to pupils knowledge and understanding of their environment
4. Pupils should be encouraged to approach mathematical activities with a positive attitude, knowing that their contributions will be valued and respected, and that it can be fun!
5. Improving skills in Mathematics is the responsibility of all staff.

Procedures:

1. Mathematics, referred to generally as Numeracy, is taught in accordance with National Curriculum 2000 and our Teaching and Learning policy.
2. We use Abacus Evolve, supported by the new DFES Numeracy Framework, in KS1 and KS2, and the Stepping Stones in the Foundation stage curriculum in Reception, and these form the basis of medium term planning. Each teacher plans weekly differentiated activities matched to the children's abilities. Plans are evaluated and adjusted where appropriate on a daily basis by respective class teachers and monitored by the Senior Leadership Team each week according to delegated responsibilities and then reviewed by the Numeracy Co-ordinator each half-term.
3. All pupils in KS1 and KS2 have at least 5 hours of dedicated numeracy teaching time per week which includes time for the current curricular targets.
4. Numeracy is assessed half-termly within each year group, and progress tracked, using the Assess and Review material from Abacus Evolve and the IT program Snapshot where appropriate. Data is recorded and tracked on Assessment Manager.

5. Following assessments, curricular targets in specific areas appropriate for each year group are agreed at the start of each new term or half term. Additional areas of weakness which may need to be addressed by individual classes are also recorded and opportunities for re-enforcement provided at the beginning of each new half-term.
6. Individual numeracy targets for all children are set up to three times annually and agreed with each child and their parent/carer at a meeting with the class teacher.
7. Children who need additional support to make expected progress are provided with this in small groups. Their targets are reflected in a Group Education Plan (Wave 2) or an Individual Education Plan (Wave 3), as appropriate.
8. Children are informed of the class or group learning objectives at the start of each lesson. For children in KS1 and KS2 this is displayed in the form of OLI (Our Learning Intention) and OSCAR (Our Success Criteria). The children are given opportunities throughout the lesson to reflect on their learning and self-assess their progress in the learning objectives.
9. Teachers make use of differentiated questioning in each lesson, and encourage children from the youngest age to explain their own thinking and problem solving.
10. Whenever appropriate, ICT is used to enrich and enable learning.
11. Each class has a numeracy learning wall to support learning, with curricular targets displayed and explained.
12. Pupils have opportunities to work as individuals, in pairs, and in groups to encourage both independence and collaboration. Activity styles include practical, investigative and problem solving, to develop a variety of mathematical skills.
13. All pupils have equal opportunity to participate in tasks and challenges, regardless of special educational needs or disability, with additional support provided where appropriate to enable access. Learning opportunities are provided which match the needs of pupils with learning difficulties, or those who demonstrate more advanced numerical ability.
14. Homework is set in accordance with our homework policy, and gives opportunities for mainly practical activities to support the Numeracy being taught.
15. Teaching assistants are used to support the work of individual children or groups of children as deployed by the class teacher.
16. Numeracy equipment includes a varied range of resources, generally kept in the appropriate classroom, in addition to the Abacus Evolve numeracy scheme.
17. Monitoring of teaching and learning in Numeracy is carried out by the head teacher/ maths co-ordinator using observations and work scrutiny. Governors are informed of progress in Numeracy via reports to governors meetings by the maths governor and co-ordinator.
18. Teachers and support staff are encouraged to attend any Numeracy training which is offered and appropriate.

Responsible person: Claire Nerval ... numeracy co-ordinator

Ratified by the Governors.....Review date