

Mathematics Policy

A Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at _____ School. The school's policy for mathematics is based on the Primary Framework. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

B Teaching Mathematics

Teaching time

To provide adequate time for developing mathematics each class teacher will provide a daily mathematics lesson. This may vary in length but will usually last for about 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. (*You may want to add a sentence here about FS classes*) Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills.

Class Organisation

Within these lessons there will be a good balance between whole-class work, guided group work and independent work. (*If children are in ability sets these can be explained here*)

A typical lesson

A typical 45 to 60 minute lesson in Year 1 to 6 will have the following components.

- ◆ Oral and mental work across the range of mathematics.
This will involve work to rehearse, sharpen and develop mental and oral skills.
- ◆ The main teaching activity
This will include both teaching input and pupil activities and a balance between whole class, guided grouped and independent work (groups, pairs and individual work).
- ◆ A plenary
This will involve work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.

At times there may be opportunities to develop skills and understanding of mathematics through additional activities, some of which may take place at home.

Links between mathematics and other subjects

Mathematics links with many subjects across the primary curriculum and opportunities are taken to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts and is an integral part of the mathematics curriculum.

C School and Class Organisation

How we cater for pupils who are more able

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging problems to tackle.

How we cater for pupils with particular needs

The daily mathematics lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation (*if you have pupils with particular needs e.g. EAL, hearing impairments you could add a sentence to explain how you cater for them*). Specific Wave 2 intervention programmes are used when appropriate for identified groups of children who would benefit from this in order to achieve age-related expectations by the end of the year.

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their daily mathematics lessons. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

How we work in Foundation Stage

In FS the class will be organised to promote social skills and the development of the six areas of learning including mathematical language and understanding.

Resources

(Outline those resources stored centrally and those kept within classrooms e.g. the central resource contains a range of mathematical equipment to be used across all age groups...). You may want to include a more detailed list as an appendix).

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve computers, calculators, and audio-visual aids. They will however only be used in a daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objectives.

Assessment

Assessment will take place at three connected levels: day to day, periodic and transitional. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Day to day assessment will be an informal part of every lesson to check children's understanding and give you information, which will help you to adjust day-to-day lesson plans. Effective AFL practice is integral to this.

Periodic assessments will take place in the two or three times a year using APP resources. This will give a broader view of progress for the learner and teacher.

Transitional assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. Tests and tasks from national sources may be used. Accurate information will then be reported to parents and the child's next teacher.

D Management of Mathematics

Role of the Subject Leader

Refer to job description & professional standards and extract key elements which could include the following:

- Ensure teachers are familiar with the Framework and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead CPD, with the support of the Headteacher
- Work with the SENCO and Intervention Co-ordinator
- Observe colleagues from time to time with a view to identifying the support they need
- Attend CPD provided by LA mathematics consultants
- Inform parents
- Discuss regularly with the Headteacher and the mathematics governor the progress of implementing the Strategy in the school.
- Deploy support staff to address needs within the school
- Monitor and evaluate mathematics provision in the school