

Simmondley Primary School Mathematics Policy April 2015

Principles

We aim to develop and nurture our children, so that they become confident mathematicians for the future. We want them to know and understand the purpose, relevance and importance of mathematics in everyday life. Our intention is for every child to be number confident so that they can make a valued contribution for themselves, the wider community and the world around them. Mathematics at our school has been based on the new (2014) Mathematics Curriculum for year groups 1,3, 4, and 5 for 2014/ 2015 and will include Year Groups 2 and 6 in 2015/2016. The new curriculum programmes of study are used to give a balanced and broad curriculum to all of our pupils, this includes the statutory and non-statutory aspects of the curriculum.

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

Aims

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

General Aspects

In our school Mathematics is taught to all children irrespective of gender, race, creed or ability. It is important to us that all children are provided with equal access to all curriculum areas.

Children with S.E.N.

Wherever possible we aim to fully include SEN pupils in the daily mathematics lesson, so that they benefit from the mental oral session and also benefit by listening and participating with other children in demonstrating and explaining their methods. Where necessary teachers will, consult with the SENCO, draw up an IEP and use this to

provide a differentiated curriculum to meet the individual child's needs. This may be via task or through adult support.

Guidelines

There is a dedicated mathematics lesson for all children at this school.

A typical lesson, will be structured like this

- Oral mental calculation activities. Whole class work to rehearse, sharpen and develop mental and oral skills.
- The main teaching activity. Learning objectives shared with the children, first quality teaching to takes place, differentiated activities with children working individually, in pairs or in groups. Mini plenaries are generally included throughout the lesson to further challenge the children or sort out misconceptions. The plenary to round of the class lesson. A time to sort out misconceptions, summarise ideas and key facts and to identify next steps.
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- Children to complete their success criteria and personal comment for the session.

Planning

At our school we are using updated and adapted schemes of work to support the New National Curriculum mathematical topics. These have been developed with the guidance from the new curriculum to give the teacher a balanced programme of study.

Each year group has a set of yearly unit plans with guidance to provide a differentiated and effective mathematics curriculum. Teachers will use the unit plans to create weekly/daily differentiated planning for their current class. Plans should also contain the key objectives, success criteria, vocabulary and assessment for learning questions that can be used for the plenary.

Resources:

- Scheme of Work for relevant year groups
- Vocabulary booklet
- Simmondley Primary School Calculation Policy
- We also have access to the Testbase on-line resource bank of previous SAT's questions
- We also have a variety of Maths resources which can be used to enhance Maths lessons

Classrooms have a bank of appropriate age related resources. There is also a maths store within each Key Stage shared area.

Marking

All marking is completed in-line with the school's Assessment and Marking Policy.

Pupil Target Setting and Tracking

All pupils are given a target sheet. Children's targets are linked to their rapid recall of maths and is tested daily through minute maths and targets adjusted weekly. This

means that they know the exact level that they are at and where they are working towards.

Assessments

Assessments are completed with daily/weekly marking, this informs future planning and delivery of the mathematics curriculum. Assessments of attainment and progress are completed termly with all data being given to the Senior Leadership Team for analysis. Pupils in year 6 currently complete past SAT's papers in preparation for their forthcoming exams. This also supports the planning and preparation that teachers need to complete to meet expectations of the SAT's results.

In Years EYFS-Y6 teacher daily assessment is used with a formal written assessment being undertaken in the second half of the term. Y6 children have additional tests as deemed necessary by their teachers in preparation for SATS. Children within each class are assessed against the Sheffield STAT assessment system(not Y2 and Y6 until 2015/2016), information is then placed onto school assessment grids and Itrack, the school's electronic tracking system. Assessments are moderated across school classes on a termly basis and within the cluster once a year, at present.

Reception classes are taught the required Maths elements of the Foundation Stage Curriculum through cross curricular themes.

Children's progress and consistency within areas of calculation are also assessed through Maths Monitoring Days conducted by the Subject Leaders. It is also monitored through regular scrutiny of work, learning environment and interviews with pupils.

Reporting to Parents

Parent/carers are invited to attend appointments with their child's teacher each term. Targets are shared and discussed with the child and parent, identifying strengths and any areas of weakness that need to be addressed.

A termly letter to parents is also available on the school website on the relevant class page. This informs parents about the areas being covered in maths for the relevant term.

Parent Support

We provide learning and support materials for our parents. These booklets will provide the important steps that our children need to learn to become number confident and the mathematicians of the future.

Signed:

Signed:

7.5.15