



Crest Infant & Nursery School

MATHS POLICY

Person Responsible: Mrs K Seales

Date of Review: April 2017

Date of next Review: April 2020

RATIONALE

Mathematics is a powerful means of communication. It is used to provide the means by which we convey thoughts and ideas. Information and concepts can be presented by the use of numbers, letters, drawings, charts and diagrams.

By using examples and applying logic, generalised principles can be deduced. This requires the need to check and use hypotheses. Mathematics can, therefore, be a useful tool to aid communication required in other subjects, in every day life and the world at work.

Appreciating mathematical principles expressed in art, literature, music and the way things work add another dimension to interpreting the world in which we live.

AIMS

Our aim is to help each pupil develop as far as possible the knowledge, skills and understanding in Mathematics which will be required in further study and adult life.

All staff have high expectations for all our pupils.

We also aim to engender a fascination with the subject and give all children the confidence to use their mathematical knowledge and understanding with fluency and accuracy.

OBJECTIVES

There are five main areas for development. There are facts, skills, concepts, processes and personal qualities. For example:

- Facts – number names and symbols, shape names
- Skills – use of mathematical resources or mental agility
- Concepts – number, measurement
- Processes – development strategies to solve mathematical problems, using mathematical ideas to solve every day problems.
- Personal qualities – working independently or sharing ideas with others in paired, group or whole class work sustaining interest in solving a problem

The National Curriculum for Mathematics will be used as the basis of planning the programme in Key Stage One. The subject will be taught as a combination of discreet teaching, contextual applications and specific developmental blocked units based on mathematical themes e.g. Shape. The National Curriculum enables us to set appropriately high expectations for all pupils in our school.

In our Early Years classrooms, the Mathematics is taken from the Early Years Foundation Stage (EYFS) curriculum.

A regular audit of resources is undertaken. Each class teacher is responsible for ordering appropriate and relevant resources for their class in conjunction with the maths co-ordinator.

SCHEMES OF WORK

Our schemes of work are written by our staff and are contained in our medium term plans based on the National Curriculum Objectives. We use this to divide up the teaching requirements for each year in Key Stage One. Each year group produces their own more detailed plans including intended learning outcomes and take account of the key objectives set out in the National Curriculum. Each year group plans together half-termly and weekly. In line with the school's assessment policy assessment opportunities are identified and recorded. This forms the basis for setting personal targets, planning future lessons and writing our reports to parents.

STATUTORY OBLIGATIONS

The National Curriculum requires Mathematics to be taught to pupils aged five to sixteen years.

TIME ALLOCATION

All Year One and Two classes will have a daily Mathematics lesson of a minimum of 45 minutes. In Foundation Stage the children will do Mathematics daily in line with EYFS Guidelines and in a cross curricular approach.

ORGANISATION

All elements of the lesson will contain appropriate differentiation of questioning, teaching and task. The teaching follows the Mastery approach as set out in the National Curriculum. Teaching will include a variety of direct teaching, incidental learning through planned Learning time, investigation and practical based lessons.

HOMEWORK

Homework will be set by KS1 teachers every term and will be appropriate to their own year group. It will consist of a grid of learning opportunities across the curriculum. Children are invited to represent this in any way they choose in the PIP (Parents in Partnership) books, 3D models, photographs etc. Foundation stage children also have a PIP books which they showcase their learning at home.

ACCESS TO THE CURRICULUM

Every pupil will follow the Mathematics curriculum at a level appropriate to their understanding, regardless of race or gender. Teachers' planning will reflect the necessary differentiation. Children may be supported by classroom assistants where appropriate. Resources for children with additional needs are available from the Inclusions manager. Resources are also available for children deemed to be gifted and talented. Care will be taken to ensure that no child feels isolated from his/her peers.

ROLE OF PARENTS

Parents' help is welcomed, both in school and at home. Parents support in school under the direction of the class teacher on a range of activities. This is overseen by the Deputy Headteacher and safeguarding checks are carried out before any volunteer is allowed to support in school.

Parents are kept informed of the progress of their child at parent's evenings in the Autumn and Spring terms and an end of year report. If any child would benefit from reinforcement work at home the teacher will discuss it with the parents and advise them.

We encourage parents to be involved in homework activities and invite their comments.

Parents are encouraged to attend workshops run by the Early Years and KS1 teachers and a fun maths day held every year.

RESPONSIBILITIES

The Headteacher has overall responsibility for the implementation of Mathematics throughout the school and ensuring that the National Curriculum is fully covered at Key Stage One and in the EYFS at Foundation stage.

The Mathematics co-ordinator arranges INSET as appropriate.

The Mathematics co-ordinator is responsible for the Mathematics policy, overview of subject planning, the up-dating and organisation of resources and monitoring of the subject. She is available to advise staff.

The co-ordinator liaises with schools in the Chatham & Rochester consortium.

It is the responsibility of every class teacher to plan and ensure that the children in their class follow the Mathematics curriculum at a level appropriate to their development.

Every classroom should have clearly labelled resources which are easily accessible to the children.

Every classroom should have Mathematics resources displayed in the class learning zone to give information, encourage mathematical thinking and promote interactive opportunities.

Class teachers are also responsible for Health and Safety (see the Health and Safety policy) to ensure that children work in a safe environment and use equipment appropriately.

Evaluation of the Mathematics curriculum is achieved by colleagues meeting to discuss work within year groups and within the school. Weekly year group meetings provide opportunities for matters relating to Mathematics to be discussed.

The co-ordinator may be invited to meetings with the Governors' curriculum sub-committee and liases regularly with the Numeracy governor.

INSET days and non-contact time may be used for lengthier discussion.

SMSC IN MATHEMATICS

Spiritual

In Maths lessons pupils are encouraged to delve deeply into their understanding of Mathematics and how it relates to the world around them. Our Maths teaching actively encourages risk taking which enables pupils to explore and try new ideas without the fear of failure. This is fundamental to building pupils' self-esteem within Mathematics. We are sensitive to students' individual needs and backgrounds and experience.

Moral

Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving. We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with. We show the students that we are on a quest for truth by rigorous and logical argument and discourage jumping to conclusions.

Social

We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We seek out events and team maths challenges for increased pupil involvement. We participate annually in a whole school Maths day.

Cultural

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. We include all cultures and their gifts to Mathematics. We embrace one and all.

This policy will be reviewed every two years.

Kerry Seales
Maths Co-ordinator

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