



Stoke Prior First School

Mathematics Policy

1 Introduction

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to communicate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

At Stoke Prior First School we aim to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- develop mathematical skills and knowledge and quick recall of basic facts in line with the National Curriculum ;
- promote confidence and competence with numbers and the number system;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- develop a practical understanding of the ways in which information is gathered and presented;
- explore features of shape and space, and develop measuring skills in a range of contexts;
- understand the importance of mathematics in everyday life.

2 Teaching and learning style

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson which includes a variety of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. Careful planning of key questions, promotes higher order thinking skills too. Children have the opportunity to use a wide range of resources such as number lines, bead strings, counting sticks, number squares, digit cards and small apparatus to support their work. They use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on open-ended problems or games. We use teaching assistants to provide appropriate support to individuals or to groups of pupils. Teaching assistants within Stoke Prior First School are viewed as an important 'asset' to the school and, as such, are appropriately involved in the delivery of

the mathematics curriculum. Their knowledge, skills and understanding are constantly updated through involvement in school-based Inset where appropriate.

3 Mathematics curriculum planning

We use the National Curriculum as the basis for implementing the statutory requirements for mathematics. We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the National Curriculum for Mathematics. We are also promoting reasoning and dialogue within problem solving lessons.

The senior management team and the mathematics subject leader are responsible for monitoring the mathematics planning within our school and lesson observations.

4 Teaching mathematics to children with special needs

At Stoke Prior First School we aim to provide a broad and balanced education to all pupils. Effective pupil tracking enables identification of pupils who may benefit from early 'intervention'. These interventions take into account the targets set for individual children in any Individual Education Plans (IEPs). We also recognise, and aim to make provision for pupils who are gifted and talented in mathematics.

5 Assessment and recording

At Stoke Prior First School we recognise that Assessment for Learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends on using the information gained. The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal and are not normally recorded. The evaluation (AfL) column of the short term planning form is used to make brief notes about lessons. Written feedback in books is in response to the success criteria of the lesson;
- Using knowledge of pupils drawn from ongoing pupil tracking records and from any assessments made, to guide our planning and teaching;
- Mathematics' progress and attainment is reported to children at each Parents Evening in the Autumn and Spring Terms and in the end of year report.
- Use of 'assessment for learning' strategies help us to check learning against objectives and highlight our 'I Can statements' where appropriate.
- Moderation of children's work takes place both internally as a staff and externally with other local schools.

6 Responses to Children's Work

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by highlighting positive achievements. This could include praise for use of a viable method even if the end result were incorrect. Children are given opportunities, and actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others.

7 Monitoring and Review

The coordination and planning of the maths curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in maths, and by providing a strategic lead and direction for this subject in the school;

- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in maths and indicates areas for further improvement;
- uses specially allocated management time to review evidence of the children's work, and to observe lessons of maths across the school.

PERSON(S) RESPONSIBLE:	I Roberts
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DISTRIBUTION:	Staff / Governors / Website (delete as required)