

## Mathematics Policy

### Aims:

- To create a stimulating and exciting mathematical environment where positive attitudes towards the learning of mathematics and an enthusiasm for the subject are encouraged.
- To develop a progressive understanding of mathematical concepts, skills and attitudes and understanding.
- To ensure that children have access to a broad and balanced mathematical curriculum.
- To promote an understanding of problem solving in a variety of situations, including real life.
- To develop the correct use of mathematical vocabulary and language.
- To develop mathematical thinking and understanding through talk, using the questioning 'What do you notice?' 'What is the same?' 'What is different?'
- To encourage parents to be actively involved in their children's mathematical learning and to support them with home learning.

### Curriculum and Planning:

- The teaching and learning of mathematics in the Foundation stage is based around the objectives from the Early Years Foundation Stage curriculum.
- The teaching of Mathematics is based on The 2014 National Curriculum. Whilst the curriculum is covered explicitly within the mathematics lessons, links will also be made with Mantle of the Expert planning to give purpose to mathematical skills.
- Opportunities for computing are embedded within mathematics planning and where possible links are made between other areas of the curriculum.
- Planning details learning intentions and success criteria which are shared with the children.
- Activities are planned which cater to all learning styles with an emphasis on the importance of and utilisation of resources to enhance mathematical understanding.
- Plans detail both whole class, guided group, differentiated, group and individual learning and provide opportunities for independent and shared learning.

### Assessment, Recording and Reporting

- Children's learning is marked according to the learning objective (see Feedback and Marking Policy).
- Feedback is given to the children either orally or in writing.
- Opportunities for assessment are identified in planning.
- A range of assessment activities are used to offer the child every opportunity to display their understanding, skills and knowledge. This might include formal and informal assessments.
- Attainment and progress is continually monitored using data, i.e. Early Years Baseline, PUMA and SATs.
- Whole school moderation is planned regularly and a portfolio of learning is kept by the Subject Leader.
- The children are given individual and/or group target(s) which are reviewed and renewed regularly.

- Children record their learning in maths books, and mental maths books (KS2) and when appropriate in their Mantle of the Expert topic books.
- Children are given opportunity for self-assessment against success criteria using a traffic light system or response time.
- Information about each child's progress is reported to parents through termly parents meetings and the annual school report.

### **Monitoring, Evaluation and Review**

- The Headteacher and Subject Leader carry out regular scrutiny of children's mathematics learning.
- The Subject Leader monitors teaching and learning through lesson observations, lesson study, pupil perception interviews and work scrutiny.
- The Subject Leader reviews the subject as a whole annually when formulating the new Action Plan.
- The budget for resources is allocated each financial year following the submission of the Mathematics Subject Action Plan to the Headteacher.

### **Equal Opportunities and Special Educational Needs**

- All children have access to the 2014 National Curriculum.
- A broad and balanced mathematics education is the entitlement of all children regardless of ethnic origin, gender, class, aptitude or ability.
- In planning learning we consider the individual needs of children, differentiating by task, support or outcome.
- Mathematics intervention programmes and teacher directed interventions ensure every child is progressing.
- More able children are given the opportunity to develop their mathematics thinking through extension activities or, by altering the focus of an activity through one-to-one discussion and questioning or by changing the context of the task.

Date: January 2017

Signed:

Adopted by the Governing Body:

Review Date: January 2019