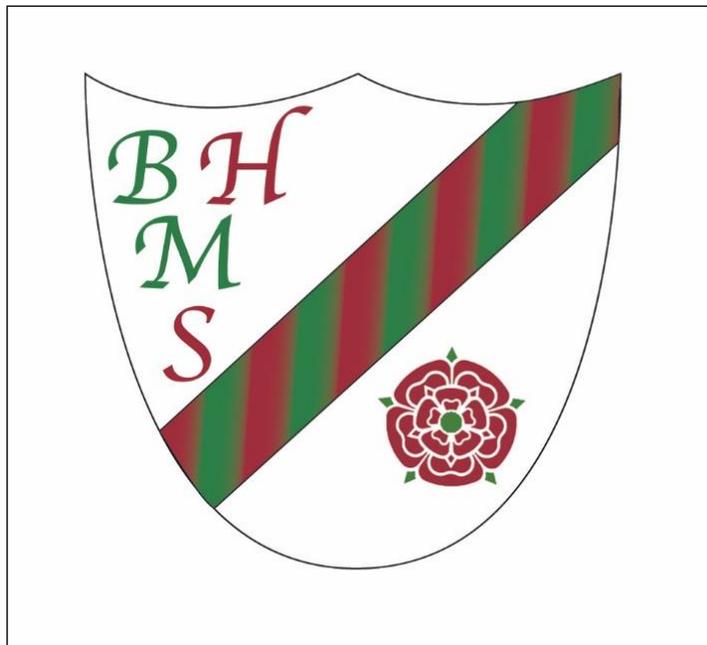


Bedford Hall Methodist Primary School Mathematics Policy



Date Written: June 17

Review Date: June 20

Chairs Signature:

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At Bedford Hall Methodist primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

CONTENT

1. RATIONALE
2. AIMS
3. ROLE OF SUBJECT LEADER
4. ORGANISATION OF MATHEMATICS CURRICULUM
 - A. Teaching and Learning styles
 - B. Curriculum time
 - C. Planning including mixed age classes
 - D. Foundation Stage
 - E. Cross curricular links
 - F. Marking
 - G. Presentation
 - H. Resources
5. ASSESSMENT, RECORDING AND REPORTING
6. MONITORING AND EVALUATION
7. INCLUSION
8. HEALTH AND SAFETY
9. GOVERNING BODY

1. RATIONALE

Our mathematics policy reflects the principles identified in our whole school aims and the essential part that mathematics plays in the education of our pupils. All children are encouraged to enjoy mathematics and become more enthusiastic mathematicians by developing their skills, knowledge and understanding through practical experiences, which have relevance and purpose in everyday situations. It is important that children develop the skills of Numeracy to become lifelong learners. They should be able to apply the skills in different situations across the curriculum and in daily living outside school.

2. 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 develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- **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 aims of teaching mathematics in Bedford Hall Methodist Primary School are:

- Children are set appropriate targets and work is planned in line with their needs so that they can make progress as individuals and experience success;
- Achievement is assessed and monitored so that we can work towards raising it;
- Children learn to work independently, to persevere, to co-operate, to problem solve, to investigate, to experiment and to take risks;
- Children learn mental, visual and verbal understanding as well as proficient pencil and paper methods;
- A broad and balanced curriculum is delivered, based on the Early Years Foundation Stage and the National Curriculum;
- Children learn to choose and use equipment appropriately and to apply knowledge, to talk about and explain their work using correct vocabulary and to model in a variety of ways;
- Children's own interests and real life situations are used as starting points wherever possible;

- Parents are involved in, and understand their children's Maths work and targets as fully as possible;
- Children are given opportunities to gain new skills, concepts and knowledge and to practise what they have already learned in a variety of contexts;
- Activities are open-ended and flexibly planned where possible, inviting children to show what they know and can do;
- The curriculum is equally accessible to all children in line with the school's Inclusion Policy

Agreed Approaches for Early Years Foundation Stage

Mathematics is one of the specific areas of learning in the EYFS Curriculum and covers the following aspects:

1. Numbers
2. Shape, space and measures

Mathematics is taught through a combination of adult directed and child initiated activities.

Agreed Approaches for Key Stage 1 and 2

As directed by the National Curriculum Programmes of Study, we teach the following areas of Mathematics:

1. Number and Place Value
2. Addition and Subtraction
3. Multiplication and Division
4. Fractions
5. Ratio
6. Algebra
7. Measurement
8. Geometry: Shape
9. Geometry: Position and Direction
10. Statistics

We teach according to Singapore Maths principles and pedagogy, using a concrete-pictorial-abstract approach to achieve mastery. With an emphasis on problem solving, children are taught to visualise, to make connections and to communicate their understanding both verbally and in written form.

Topics are taught in extended blocks in order to allow sufficient time for children to practise, refine and ultimately master concepts and processes. They are carefully sequenced so that skills and knowledge are continually revisited and applied in a variety of contexts. Daily maths teaching is structured to provide opportunities for developing mental skills, for new learning, independent work and for reviewing.

- During direct teaching the whole class works together on shared topics with added support or challenge for children, according to their needs. Teaching Assistants provide additional support to enable all children to fully access the lesson;

- Children understand what they are learning, what they are practising, what they need to learn next and what targets they are working towards. This is made clear to them so that their efforts are focussed. Children have their individual targets displayed in their books;
- Practical resources are used to support children's modelling, visualising, conceptualising and understanding. They enable children to develop conceptual understanding before moving to formal recording;
- Children are given opportunities to use and apply Mathematics in other areas of the curriculum and these links are made explicit;
- Mathematics displays are visible in classes and around the school. Throughout the year they aim to cover as wide a variety of concepts as possible;
- Technology is used to support mathematical work when appropriate;
- Children in Key Stage 1 and Key Stage 2 record written work on squared paper in maths books;
- Written methods of calculation are taught in accordance with the National Curriculum and our written calculation policy.

3. ROLE OF THE SUBJECT LEADER

The school subject leader for mathematics will provide advice for individual teachers about the school's mathematics curriculum, purchase relevant resources, monitor and evaluate whole school performance through drop-ins and book monitoring, as well as seek out relevant training for staff (individual or whole) as appropriate.

They will also support staff through providing joint planning opportunities and support drop-ins. The subject leader will also deliver training and staff updates through staff meetings based on their findings from analysing assessment data, work scrutiny and whole school drop-ins. It will also be part of the role for the subject leader to work closely with the Headteacher to discuss any areas of development.

4. ORGANISATION

A. Cross-curricular links

The teaching of Mathematics contributes significantly to children's understanding of other curriculum areas. Links are planned, where possible, and taught appropriately in line with Creative Curriculum topics being covered at the same time.

B. The marking of mathematics work

Children's work is marked according to the agreed school's marking policy.

C. Presentation of work

Children's work is presented according to the agreed school's presentation policy.

D. Resources

Resources are available in line with the requirements of the Early Years Foundation Stage and the National Curriculum;

- Resources that are used on a regular basis will be stored in classrooms in appropriate boxes easily accessible for the children;
- All other resources will be stored centrally in the subject leader's classroom, well organised and clearly labelled;
- Teachers will have access to a wide range of supporting materials to extend mathematical learning;
- Teachers are responsible for the collection and return of resources. They are also responsible for reporting lost or damaged items;
- Computers and interactive whiteboards are available in each classroom, which will be used to support Mathematics work when appropriate;
- Professional development opportunities will be made available as and when necessary.

5. ASSESSMENT, RECORDING AND REPORTING

Assessment takes place in line with the agreed school's assessment policy.

Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers assess children's work in the short, medium and long term.

Short-term assessments are matched to the teaching objective and help to adjust daily plans. A range of Assessment for Learning strategies are used.

Periodic assessments, carried out half termly, measure progress against assessment foci linked to national curriculum level descriptors and informs future planning and teaching. Long term assessments are used to assess progress against school and national targets. National tests are used for Y2 and Y6. Annual assessments of children's progress are measured against the level descriptions of the National Curriculum.

6. MONITORING AND EVALUATION

The teaching staff monitor their pupils through observation, discussion, teacher assessment, marking work and testing.

The teaching of mathematics is monitored through book scrutiny, lesson observations, pupil voice, discussion during staff meetings and tracking children's progress through the school's tracking system. It is the responsibility of the subject leader and Headteacher to monitor this subject.

7. INCLUSION

All children have equal access to the mathematics curriculum. Our school strives to meet the needs of all pupils and each class has a teaching assistant to support learning within mathematics lessons.

Further guidance can be found in the school's inclusion policy.

8. HEALTH AND SAFETY

Children are made aware of their responsibility regarding safe and sensible use of equipment. All equipment used is of a suitable nature e.g. no glass jars for capacity work. Any equipment such as compasses are stored away safely. A risk assessment is carried out prior to children participating in a mathematical activity outside the classroom.

9. GOVERNING BODY

The subject co-ordinator will encourage positive links with the Numeracy governor to keep the governing body aware of all major issues related to mathematics in the school.