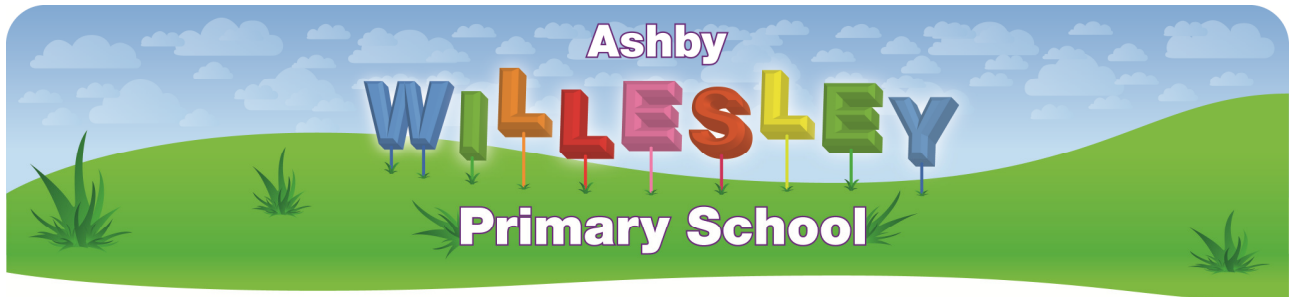


Policy & Procedure



Ashby Willesley Primary School Mathematics & Calculation Policy 2017-2020

This policy is reviewed every three years and was agreed by the Governing Body of Ashby Willesley Primary School **and will be reviewed again in November 2020**

Signed: _____ Chair of Teaching and Learning

Date: ___06/12/2017_____

Aims and Vision

At Ashby Willesley Primary School, our belief is that Mathematics is a fascinating subject, which provides a foundation for understanding the world. It is essential to everyday life and provides learners with the powers to rise to challenges by encouraging curiosity, exploration and excitement.

Mathematics is intrinsically connected to all areas of the curriculum and life. Children can experience excitement and awe as they use and apply their skills to finding solutions to everyday problems and challenges. Discussion and reasoning enhance children's problem solving skills, encouraging them to identify more efficient solutions through making links between other areas of Mathematics. Children can then become confident, independent and curious individuals, ready to change the world!

Vision for Teaching and Learning

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas (Mathematics curriculum 14).

It is a journey during which children will acquire and become fluent with new skills enabling them to apply them with confidence to problem solving.

Aims

- To implement the current legal requirements of the Foundation Stage (FS) and the National Curriculum (NC) using a consistent and progressive approach across the school,
- To foster positive attitudes and curiosity through our teaching and learning of Mathematical concepts,
- For our children to be fluent in the fundamentals of Mathematics,
- For our children to be able to recall and apply knowledge rapidly and accurately,
- For our children to experience practical and relevant challenges, understanding how Maths is used in the wider world,
- For our children to reason mathematically and 'prove it' using mathematical vocabulary,
- For our children to experience Maths in all curriculum areas through our teaching and learning.

This policy is made up of two parts

- Mathematics Policy
- Written Calculation Policy

The teaching of Mathematics

The structure of Maths teaching is based upon the Maths National Curriculum guidelines and covers all of the recommended objectives.

In our Reception classes, The Early Years Foundation Stage Curriculum is followed.

To ensure that there is adequate time for developing numeracy skills, each class in Key Stages 1 & 2 has a dedicated Mathematics lesson (or activity) every day.

Please refer to the Written Calculation Policy

Planning Mathematics in the long, medium and short term helps to ensure continuity and progression.

Provision is made for the full range of abilities

- Teachers will involve all pupils through differentiation of activities and questioning,
- By providing an individualised programme in the main part of the lesson for a pupil whose difficulties are severe or complex,
- By giving extra support to children who may need extra opportunities for reinforcement through a varied programme of intervention,
- By ensuring that pupils with particular ability and flair for Mathematics are extended through the use of additional, more demanding, open ended or problem solving tasks. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging problems to tackle,
- Pupil Premium children often work in small groups as identified

Assessment

Short-term, formative assessment is an informal part of every lesson and is invaluable in enabling the teacher to check that children have grasped the main teaching points in a particular lesson or unit of work. Willesley School uses the Symphony Assessment System (SAS) to assess pupil's progress, with qualifiers. End of Key Stage Teacher Assessment Frameworks are also used to assess Year 2 and 6 (ITAFs).

Cross-Curricular Links

In addition, children will have regular opportunities to develop and apply their mathematical skills in other areas of the curriculum. For example, there are regular opportunities for measuring in Science and Design and Technology, using properties of shape and patterns in Art, and collecting and presenting data in History, Geography and Computing.

Cross-curricular links are made in specific subject areas e.g.

- **English** – e.g. opportunities to write explanations in problem solving & note taking
- **Computing** – can be used for data handling and representation
- **Science** – use of data handling, measuring
- **DT** – measuring, scales
- **Art** – the properties of shape and patterns

- **Geography**- use of positional and directional vocabulary; collecting and presenting data
- **DT and Computing** – collecting and presenting data

The Role of The Head teacher

In consultation with the Maths Leader, the Head teacher:

- determines the ways Mathematics should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that Mathematics is used in a way to achieve the aims and objectives of the school;
- ensures that there is an Mathematics policy, and identifies a Mathematics leader.

The Role of the Maths Leader

The Mathematics Leader should:

- ensure the National Curriculum is followed for each child;
- promote the integration of Mathematics within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation and support for learning;
- lead INSET within the school and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LEA;
- provide technical expertise;
- analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly;
- write, monitor and evaluate an action plan for Numeracy for the School Improvement Plan;
- co-ordinate the evaluation and review of the school's Mathematics policy;
- manage the budget for this curriculum area;
- monitor & review the Mathematics provision within the school;
- Ensure continuity and progression through out the curriculum.

Equality Statement

At Ashby Willesley School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;

The use of stereotypes, under any of the above headings, will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Health & Safety

Health and safety issues in Mathematics include the safe teaching of appropriate procedures when dealing with equipment e.g. scissors, compass. The children are taught to be aware of their own and others' safety.