Rushton CE (VC) Primary School

Happy Learning Together

Mathematics Policy

Rationale:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

National Curriculum 2013

Purpose:

This policy aims to show how our school intends to fulfil its legal obligation to deliver the 2013 National Curriculum and how and where we can go beyond that to create a stimulating and exciting curriculum which will meet the future needs of all the children.

Aims for the teaching of Mathematics.

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

In addition Rushton School aims to:

- provide experiences appropriate to the age and particular stage of development of the child.
- develop the knowledge and correct use of the language of mathematics.
- ensure that children will enjoy all aspects of numeracy.

The Process of Mathematics.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. (National Curriculum)

Mathematics provides:

- a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems
- a means of preparing children to understand the world around them

Entitlement.

Each child is entitled to a daily lesson for mathematics. These experiences can be cross curricular when opportunities arise.

The use of commercial schemes.

Commercial schemes are used when necessary but planning is taken from the National Curriculum. See assessment for use of Assertive Mentoring in Numeracy. The school subscribes to an online resource called 123 Maths to support some children at home. Sandwell Test is use to identify any gaps children falling behind might have.

Groupings.

All children are taught in vertically grouped, mixed ability classes. They may work as a whole class, in groups or individually.

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities. Children in need of support have individual targets in an IEP. See use of commercial schemes.

Under Fives.

Working within the Foundation Profile, the under fives will follow the same topics which are planned for KS1. These will provide opportunities for the children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.

Cross-curricular themes and links with curriculum areas.
Mathematics contributes to other areas of the curriculum, often in practical ways therefore, when planning work, teachers will link mathematics to other appropriate curriculum areas.

Health and Safety Issues.
When engaging in practical tasks children will be expected to behave in a considerate and responsible manner and to show respect for other people and equipment. Children will be encouraged to think about and discuss the safety aspects of their activities. (All accidents, however slight, are reported in the school's accident record books).

Parental Involvement.
Encouraging parents to take an active part in the education of their children is probably one of the most important ways of improving this learning. To this end we involve parents by:-
encouraging children to go home and talk about their work
asking parents to help children with any homework which may be set.
to report to the teacher if a child seems anxious about his/her work.

Mathematical Resources,
Resources are important for practical work and modelling problems and each class has a wide range of resources which are continually updated/refurbished whenever necessary.

Assessment, Recording and Reporting.
Assessment of children's work is a continuous ongoing process, to inform future teaching plans and records of their attainment and samples of work are kept by the class teacher. Children are tracked week in Big Maths (based on assertive mentoring) sessions and their scores recorded. Three half termly targets are taken from the half termly summative assessment test.
Parents are formally informed about their children's progress in an annual written report and there are two Consultation evenings during the year.
Parents are encouraged to come into the classroom to look at their child's work and to informally discuss their child's progress at any time during the year.
KS1 interim tests are taken by Year 2 children. All other children are assessed against the Leek Education Partnership's scoring grids – see assessment policy.

Marking.

Marking should reflect the purpose of the task set and the reason for giving feedback. This should be done in line with the school's marking policy. Feedback should be tracked to ensure children are responding to it and have understood the message in the marking. Green and orange highlighters are used as per the marking policy.

Homework.
Children are expected to learn their tables. Children in class 1 receive a short recap homework sheet.

Display.
Children derive much pleasure and benefit by having their work displayed. When possible samples of work are mounted and displayed within the classroom or on other display boards throughout the school. Mathematics prompts are displayed in all classes.

Rushton is a dyslexia friendly school
As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.
We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.
We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion This policy should have a positive effect on the teaching and learning of Numeracy in the school by encouraging a consistent approach throughout the school.

Monitoring
This policy and the guidelines will be reviewed when necessary at least every two years.

ADOPTED BY GOVERNORS ON; (date) ADOPTED BY STAFF (date)

Signed_____ Signed_____

Name_____ Name_____