



MATHEMATICS POLICY

Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

Aims

Our aims for Maths are to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics
- **reason mathematically**
- can **solve problems**

Implementation

The aims and objectives of the National Curriculum are taught whilst following the concepts of Maths Mastery. Our Scheme of Work uses the structure of White Rose Maths, teaching in blocks with opportunities to revisit previous learning. Mixed calculations are incorporated into morning activities followed by weekly mental arithmetic.

Fluency is gained 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. Children are taught to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Problem solving is defined by children 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.

Technology e.g. Interactive Whiteboards, calculators, iPads, computers and software packages (for school and home use) are introduced as a learning tool to aid teaching and learning in this subject. Teachers use a variety of maths websites to enhance both their planning, use as a resource in the classroom and for homework.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature. Children are taught as individuals, in small groups and as a class.

Role of the Maths Coordinator

- Advise on the development of mathematics including writing, implementing and monitoring the school's policy and Scheme of Work.
- Ensure continuity and progression within the teaching of mathematics by monitoring planning, learning outcomes and classroom practice.

- Use effective strategies to monitor the quality of education in the subject, including: visiting lessons, scrutiny of children's work, analysing assessment outcomes and talking to children.
- Keep up to date with developments in maths and disseminate information to staff.
- Organise and lead staff training when needed.
- Provide guidance and support to staff as needed.
- Identify, organise and resource needs and coordinate the acquisition of new materials.

Special needs

Support for children requiring extra help is given by the class teacher and/or a teaching assistant within the class situation. In addition, children may be withdrawn for individual or small group support if necessary. Advice on the teaching of mathematics to children with special needs may be sought from the leader and SENCO.

Assessment and reporting

Mathematics is assessed by the class teacher according to the objectives contained within the curriculum using Balance and end of term NFER assessments. Years 2 and 6 will be assessed by the end of year SATs tests. A written statement on the child's progress in mathematics is included in the end of year report to parents.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and the Scheme of Work. Every teacher is provided with opportunities for staff development and training in connection with this subject area in or out of school in line with school priorities.