



## **Longtown Primary School.** **Mathematics Policy**

**Reviewed: October 2017**

**Next review: October 2018**

### **What is Mathematics?**

Mathematics is a key life skill. It involves confidence and competence with numbers and measures. It requires an understanding of the number system, a variety of computational skills and the ability to apply skills to solve problems.

### **Aims**

Our aims in teaching Mathematics are that all children will:

- Enjoy studying and enhance their understanding of Mathematics.
- Be encouraged and taught to develop clear concepts, acquire skills and knowledge they can apply to all aspects of every day life.
- Learn to work together, but at the same time should fulfil their potential.
- Develop confidence, perseverance and a sense of achievement, as well as a willingness to explore, experiment and take risks.

### **Principles of the teaching and learning of Mathematics**

Mathematics is important because:

- The skills and knowledge of Mathematics have wide application in everyday life.
- It is interesting and enjoyable.
- It is essential to our understanding of the world around us.

### **Strategies for the teaching of Mathematics**

In Foundation Stage, Mathematics is taught informally in small and larger groups through practical activities, rhymes and games.

In key Stage 1 & 2 Mathematics is taught in a dedicated lesson every day and will include:

- Direct teaching and interactive oral work with the whole class and groups.
- a practical approach to embed mathematical concepts.

- an emphasis on mental calculation.
- differentiation with all pupils engaged in mathematics.
- The use of ICT to develop, support and enhance learning where appropriate.
- Setting of children in certain year groups.

Teaching Assistants are used to assist in:

1. Supporting group activities.
2. Providing extra help for children with particular needs.
3. To accompany and supervise children in outside activities.

### **Cross-Curricular Links**

Mathematics permeates all areas of the curriculum but especially Science, ICT, D.T., Geography and Music. Children will use their Mathematics abilities to record in terms of graphs, charts and other mathematical ways.

### **Homework**

Homework is used to support Mathematics on a weekly basis from Foundation Stage 2 to Year 6.

### **Excellence in Mathematics:**

is celebrated in display and performance including:

- Feedback to the rest of the class both orally and visually.
- The displaying of children's work.
- Sharing work in "Special Assembly"

### **Assessment, recording and reporting**

Short term assessments are an informal part of every lesson. Their purposes are to:

- Check children have grasped the main teaching points of the lesson.
- Check children are using number facts and mental calculation strategies.
- Provide information to adjust day to day lesson plans.

Medium term assessment is used on a termly basis to:

- Track pupils progress
- Review and record progress in line with key objectives.
- Identify progress against key objectives ie AAP's.
- Identify strengths and weaknesses.
- Plan when the weaknesses will be addressed.

- Provide information to use in end of year assessments.

Long term assessment is used to :

- Assess children's work against the key objectives for the year.
- Assess end of key stage with ELG and Y2 & Y6 interim assessment statements.
- Provide information about an individual child's attainment to report to parents and the next teacher.
- To inform the Governing Body and other staff of overall progress and attainment.

Records of progress in mathematics for each child contain:

- Classroom Monitor used as indicators of achievement and assessments
- Rising Stars in conjunction with Classroom Monitor
- Tracking, SATS, Rising Stars

### **Social, Moral, Spiritual and Cultural**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of Mathematics, both formally and informally.

### **Single Equality**

It is the responsibility of all teachers to ensure that all children, irrespective of SEN/D, gender, ethnicity, religion or belief, sexual orientation, age or any other recognised area of discrimination will have access to Computing / I.T. and make the greater progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

### **See separate**

Written Calculation Policies

The Maths Subject Leader is responsible for the drawing up of this policy. It was developed through a process of consultation with teaching staff and has since been updated by the subject leader.