

Bosmere Junior School
South Street
Havant



Growing Lifelong Learners

Maths Policy

Date:	Oct 2019
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Responsibility:	Maths Manager
STATUTORY	No
Checked against Equality Policy	✓

Maths Manager:	Date:
Subject Governor:	Date:
Headteacher:	Date:

Governor Monitoring:		
Activity: Monitoring through subject manager / governor meeting	Carried out by: N. Durkee	Date: Summer Term

Mathematics Policy

INTRODUCTION

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a junior school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for mathematics. It reflects the essential part that mathematics plays in the education of our pupils. It is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum requirements.

PRINCIPLES

The principles of Bosmere Junior School for mathematics are:

- Policy and provision are evaluated and reviewed regularly.
- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the SIP.
- The governing body of Bosmere Junior School discharge their statutory responsibility with regard to mathematics.
- Cross curricular links will be highlighted where appropriate.
- Planning of mathematics ensures continuity and progression across all year groups.

AIMS

No matter what their starting point, we aim to enable pupils to:

- Have fluency in numeracy skills, encouraging enjoyment and a positive attitude to mathematics.
- Learn the facts and techniques that they will need to study the subject further and for everyday life.
- Think logically, systematically and to demonstrate perseverance either as an individual or as part of a group.
- Be confident to talk about their work using mathematical vocabulary and reasoning skills
- Foster an appreciation of the ability to use mathematical skills in other curriculum areas.

As teaching staff we aim to:

- Teach mathematics relevant to each child's ability, understanding and maturity using a variety of relevant strategies and resources.
- Encourage the appropriate and effective use of practical mathematics using ICT and equipment where possible.
- Develop an understanding of mathematics through a process of enquiry and experiment.
- Encourage children to develop general strategies for problem solving and investigation.

- Create positive attitudes within challenging yet secure situations, developing confidence and independence
- Help children to make connections across the curriculum

TEACHING MATHEMATICS

Barriers to learning and potential misconceptions are anticipated and overcome, with errors providing fruitful points for discussion.

Teaching time

To provide adequate time for developing fluency, problem solving and reasoning, each class teacher will provide a daily mathematics lesson whenever possible. This may vary in length but will usually last for about 50 to 60 minutes. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills and see the bigger picture.

Class Organisation

From Year 3, all pupils will have a dedicated daily mathematics lesson. Teaching is rooted in the development of all pupils' conceptual understanding and progression within the lesson. Within these lessons there will be a balance between whole-class work, group teaching and individual practice. Children are given time for thinking and encouraged to discuss ideas. Models and images form an integral part of the teaching and constant assessment of each pupils' understanding through questioning, listening and observing enables fine tuning of teaching. Barriers to learning and potential misconceptions are anticipated and overcome in a variety of different ways including pre / post tests, individual interventions, small steps maths groups and using errors for discussion.

Out-of-class work and homework

The daily mathematics lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These will be extended through out-of-class activities or homework. These activities will be short and focused and will be referred to and valued in future lessons. All children have access to the on-line Mymaths and Times Tables Rockstars to practice key skills.

Links between mathematics and other subjects

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

In year 6 the top third of the year is extended throughout the year on a weekly basis undertaking mathematical projects.

How we cater for pupils with particular needs (including pupil premium, service children, LAC, CIC, adopted children)?

The daily mathematics lesson will be appropriate for almost all pupils. Teachers will involve all pupils through differentiation. Support will be given in the class by the teacher, additional teaching staff and the LSAs.

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their daily mathematics lessons. The class teacher, SEN coordinator and maths manager will be involved in ensuring that pupils will have work planned to meet their needs. Classroom assistants will also provide additional support. A pupil whose difficulties are severe or complex may need to be supported with an individualised programme run by HLTA. (Small steps group)

Resources

Each year group will have a variety of resources held in their classrooms. All LSA's have a Maths resources box and there will be a central area in the year 6 tutorial of other mathematics equipment. Acquisition of mathematics equipment will be undertaken by the Maths Manager.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the computer, calculators, and on-line resources. The children will all be given access to ICT resources. They will however only be used in a daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objectives.

Assessment

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help to adjust day-to-day lesson plans.

Medium-term assessment will take place in each class as the teacher uses a variety of different tools to track individual children's progress. These findings will be used to inform teaching.

Long-term assessments will take place three times a year to assess and review pupils' progress and attainment. Part of this assessment will be informed through compulsory National Curriculum mathematics tests (arithmetic and reasoning) for pupils in Years 6, compulsory on-line times tables tests in year 4 and supplemented by the optional AQA tests/ or other formal written assessments in years 3,4 & 5. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record. Accurate information will then be reported to parents and the child's next teacher.

MANAGEMENT OF MATHEMATICS

Role of the Manager

- Teach demonstration lessons.
- Ensure teachers are familiar with the ongoing demands of the curriculum and help them to plan lessons.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead INSET, with the support of the headteacher, introducing new ideas and government requirements as necessary.
- Work co-operatively with the inclusions manager

- Attend INSET provided by LEA numeracy consultants to remain up to date with all new government initiatives.
- Discuss with the headteacher and the numeracy governor the progress of mathematics in the school.
- Manage the maths budget, providing resources across the school to aid in the teaching of mathematics.
- Subject monitoring including book scrutiny.
- Analyse whole school data making any necessary amendments to the teaching of Maths in the school.
- Assist teachers with moderating to ensure consistency.

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum, including monitoring teaching plans and the quality of teaching in classrooms.
- With the maths governor, keep the governing body informed about the progress of mathematics in the school.
- Ensure that mathematics remains a high profile in the school's development work.

Social, Moral, Spiritual and Cultural Opportunities

Teachers plan for opportunities to aid children's wider development, especially in areas relating to their social, moral, spiritual and cultural awareness and understanding.

EQUAL OPPORTUNITIES

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background.

All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.