

Mathematics Policy

Overview

At Woodland Community Primary School, developing and increasing pupils' knowledge, skills and understanding of mathematics is core to our curriculum. The National curriculum for mathematics aims to ensure that all pupils become fluent in the fundamentals of mathematics to solve problems, calculate and reason. This policy will underpin our work to ensure that all pupils are confident in each of the areas of mathematics including Number and Place Value; Addition and Subtraction; Multiplication and Division; Fractions; Measurement; Geometry, Algebra and Statistics. It will ensure; high standards are achieved, that mathematics is taught well and that pupils make good progress at every stage.

Objectives

- To promote and develop children's enjoyment and enthusiasm for maths through exciting, practical, first-hand learning and opportunities to explore and investigate and challenge all learners.
- To ensure that the statutory requirements of the National Curriculum for mathematics and numeracy are taught well and applied across all subjects of the curriculum.
- To ensure that the Focus Education schemes of work and guidelines for mathematics are taught, thoroughly, systematically and progressively to all pupils by all staff.
- To help pupils to become mathematicians by developing their problem solving and reasoning skills in all lessons so that they can apply their independent thinking and questioning across the curriculum.
- To ensure that from the EYFS onwards, pupils are confident in their understanding and application of their basic skills in number and the number system and that they build upon their prior learning at every stage.
- To encourage children to use their increasing knowledge, skills and understanding of mathematics to investigate, ask questions and solve challenging problems.
- To develop pupils' confidence and skill in mental calculation methods to underpin their written methods as they explore the areas of mathematics and address increasingly complex problems.
- To bring mathematics to life and make it real, to ensure that children understand the importance of mathematics in their everyday day lives.
- To make certain that all children particularly those with special needs or disability; those who are 'stuck' and those finding it hard are well supported.

Strategies

- Teachers will follow the blueprint for learning as agreed by the Governing Body.
- All staff will follow the Focus Education scheme of work, progressing from skill based work into mastery and finally greater depth throughout the week.
- Teachers will give the children a pre learning task on a Thursday afternoon to inform keep-up-catch-up interventions.
- Children will have the opportunity to use a wide range of resources for practical mathematics.
- All pupils will have access to word problems within their mathematics lessons based on real life situations suitable to our children in our context.
- Teachers will assess the children's understanding through formative assessment at all points throughout a lesson to ensure that the children are accessing mathematics at the correct pitch. Through this children will be able to make good progress throughout the lessons and access suitable challenge related to the specific area being taught.
- Support staff will have an active role in every session working with groups of children to ensure progress is being made.
- Each term children will have a summative assessment against the objectives taught. Teachers can use this to find gaps in learning to be taught in the consolidation week at the end of a term. Teachers can also use this data to enable children to access interventions to fill the gaps in their learning.
- All children will have access to a reasoning lesson focusing on calculation and a line of enquiry to enable them to reason. These sessions will be parallel to the mathematics being taught in core sessions to show a contextualised view using reasoning to support, justify and explain.
- The mathematics subject leader will support the teaching and learning of mathematics by; providing strategic leadership and direction for mathematics, monitoring progress and standards across the school, reviewing and revising the mathematics policy, monitoring and supporting teachers in the teaching of mathematics, keeping staff up to date on new developments in mathematics, monitoring the effectiveness of the planning and development of mathematics, auditing, monitoring the effective and appropriate use of resources and obtaining new resources.