



## Grange Primary School Mathematics Policy

### Aims

The mathematics teaching at our school is geared towards enabling each pupil to develop within their capabilities; not only the mathematical skills and understanding required for later life, but also an enthusiasm and fascination about mathematics itself.

We aim to help the pupils to:

- Build an enthusiasm and passion for patterns and to recognise its significance in the world of mathematics.
- Understand the nature and purpose of mathematics in everyday life in addition to the abstract.
- Promote confidence and competence with numbers and the number system.
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- Develop practical understanding of the ways in which information is gathered and presented.
- Explore features of shape and space and develop measuring skills in a range of contexts.
- Develop confidence in using and applying mathematics and to learn to enjoy its challenges.

We continually strive to raise the standards of achievement of the pupils in our school. We aim to provide children with a mathematics curriculum and high quality teaching which enables individuals to be numerate, creative, independent, inquisitive, enquiring and confident, through the provision of a stimulating environment and adequate resources so that pupils can develop their mathematical skills to the full.

### Planning

- Long term planning is placed on the curriculum jigsaw by each year group, detailing topics to be covered each term.
- Teachers use a range of sources to ensure that children are provided with a challenging and stimulating curriculum.
- Team planning ensures consistency across the year group.

### Teaching Styles and strategies

Through careful planning, we aim to secure fluency and reasoning skills throughout the school, by providing the following opportunities:

- Practical activities and mathematical games.
- Problem solving.
- Peer and whole class discussions and activities.
- Open and closed tasks.
- A range of methods of calculating.
- Explaining strategies, using appropriate mathematical vocabulary.
- Using computers as a mathematical tool.
- Access to appropriate calculation strategies as detailed in the calculation policy.

Teachers' enthusiasm and high expectations of all children, motivates pupils, thus enabling them to achieve their full potential.

Highly skilled teaching assistants are deployed effectively to support individuals or groups.

### Marking guidance

- Expectations relating to the presentation of written work are made explicit to children and are consistent across the school.
- All children are made aware of the marking symbols and can locate them at the front of their maths books.
- **Where appropriate**, children action comments, complete corrections (with support if necessary) and address next steps.
- **When appropriate**, the children mark their own and others work, with support and guidance from the teacher.

### Resources

- Concrete materials are used across **all** year groups to support the understanding of mathematical concepts.
- Working walls (displaying next steps, appropriate vocabulary, wagolls etc.) are used effectively by adults and pupils.

### Assessments

In our school, we see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

- Short-term assessments are an informal part of every lesson and are closely matched to the teaching objectives.

- Children are given feedback through marking and discussion.
- Children in year 1, 3, 4 and 5 are assessed in the first Spring half term and the second Summer half term.
- Children are formally assessed in Year 2 and Year 6 through SATs.

## **EYFS**

- Maths is taught every day in practical ways, outside and inside.
- Maths areas are included in all learning environments.
- There is always provision for maths investigations.
- The EYFS 2013 curriculum is followed and assessed against the EYFS profile as emerging, expected or exceeding.
- In Foundation and nursery, adult led activities are balanced with child initiated learning in an enabling environment.
- Numicon is used to support learning.
- Focus Education 'I Can: Early Years Criteria Assessment' and 'Planning for Rapid Progression in the Early Years' documents are used.

## **Teaching Assistants**

- Teaching assistants are directed effectively by the class teacher.
- They have access to the maths planning, prior to the lesson and are aware of their role in helping the children to progress.
- Teachers ensure that teaching assistants are aware of the vocabulary and strategies to be used in each session, to ensure consistency.

## **Use of ICT**

The effective use of ICT can enhance the teaching and learning of mathematics when used appropriately. ICT should be used if the teacher and/or the children can achieve something more effectively with it than without it.

## **Challenge for All**

Children deserve to be set appropriate learning challenges, to be taught well and be given the opportunity to learn in ways that maximise the chances of success.

- In accordance with the new curriculum, teachers are adapting teaching towards the mastery curriculum.

- Work is pitched appropriately, through the use of AFL.
- 'Maths All Around' is used in all year groups, to bring together fluency, reasoning and problem solving. It is used to both challenge and support children's understanding of a concept.