

# Newton Flotman Primary School

## Mathematics Policy



Policy agreed by: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

# Mathematics Policy

## Policy statement

Mathematics is necessary to everyone and the ability to use it in everyday situations is of prime importance. It provides a way of viewing and making sense of the world. It is used to analyse, predict and communicate information and to tackle a range of practical tasks and real life problems.

It is vital that children have a sense of ownership in mathematics and that they are given opportunities to develop their own strategies and ways of recording.

## Aims

The children will:

- Develop a positive, confident and enthusiastic attitude towards mathematics
- Work towards achieving the key objectives as stated in the Early Learning Goals and the National Numeracy Strategy
- Have the ability to work independently and co-operatively

## Organisation

This school follows the guidelines of the National Numeracy Strategy. Mathematics is taught as a whole class session for 45 minutes in Key Stage 1 and one hour in Key Stage 2 each day. The sessions are organised as suggested by the NNS.

## Links with other subjects

ICT is used within the lessons when appropriate. Links to other subjects should be identified at the planning stage as mathematics in the primary curriculum contributes to many subjects, often in practical ways. Guidance can be found in the NNS.

## Entitlement (Equal Opportunities, Race, EAL, SEN & able pupils)

We ensure that each child has equal access to the mathematics curriculum regardless of gender, race, religion and language. All lessons are differentiated. Pupils with SEN are set appropriate targets on their IEPs and additional support is given as necessary. Able pupils are given extension activities and the opportunity to work in a small group as supported by a teaching assistant, if appropriate.

## Planning

A variety of documents are used for medium term planning. These include NNS medium term plans, the Abacus teacher toolkit and the Abacus planning grid. These are adjusted when necessary and the

allocation of days for each unit should be carefully considered, due to the differing lengths of terms.

At the end of each term the plans should be highlighted for coverage. This should be taken into account when looking at the next term's sample plan.

Individual teachers either write their own weekly plans or use the NNS unit plans. These should clearly show differentiated learning objectives, mathematical vocabulary, activities, assessments and homework opportunities.

### Implementation

The daily mathematics lessons are taught using varied approaches dependent on the objectives. Children are encouraged to record work in their own way whenever appropriate.

Parents are informed of the ongoing learning objectives through the termly class brochures and Maths Targets sheets that are sent home. Children are encouraged to explore mathematical ideas further at home by being given homework tasks when appropriate.

### Recording and assessment

Assessment will be continuous and formative, achieved through ongoing observation and discussion with the child. The weekly planning sheet should be used to note any significant issues about the child's achievement in that week (assessment by omission). This assessment is used to guide future planning.

Individual records are kept in the red files where achievement is recorded against the NNS learning objectives each half term.

Each child does a piece of maths work that promotes the using and applying skill in their special book each term.

### Monitoring

The maths subject leader and maths governor will monitor the progress of maths within the school. This will be achieved by looking at planning, assessment outcomes, lessons and discussions with teachers.

### Health & safety

Staff should follow standard health & safety procedures when using any equipment (check for cracks, sharp edges etc.). Children should always wash their hands when they have used real money. Advice and guidance can be found in the green Health & Safety manual.

### Resources

The maths co-ordinator is available for advice and support when necessary.

Basic maths equipment is kept in the classrooms and should be clearly labelled for easy access.

Main teaching resources are:

- The NNS 'lunchbox' & file
- Abacus Maths Scheme & Abacus Toolkit
- Unit Plans
- Various teacher books
- Websites
- Support materials
- Interactive Whiteboard
- Interactive Teaching Programmes
- Calculations Policy