



HERNE BAY INFANT SCHOOL AND SEASHELLS NURSERY

Mathematics Policy

This policy reviewed by
Next review date

Mrs L Bryant

Date Autumn 2015
Autumn 2017

THIS DOCUMENT IS a statement of the aims principles and strategies for teaching and learning of Mathematics.

IT WAS DEVELOPED through a process of consultation with teaching staff.

IT IS APPROVED by the governing body.

THIS POLICY WILL BE REVIEWED

WHAT IS MATHEMATICS (MATHS)?

Mathematics is a powerful and fundamental tool - an essential universal element of communication. It occurs throughout the whole school curriculum, in working life and society.

AIMS

Through our approach to the teaching of mathematics, we aim to achieve good standards of Mathematics in all our pupils. Children will be encouraged to develop the knowledge, skills and understanding needed to cope confidently with mathematical situations in everyday life.

Teachers aim to create an environment where pupils are secure and feel confident in being able to take risks in their learning.

Expectations

The National Curriculum for Mathematics aims to ensure that all pupils: become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry and can solve problems by applying their mathematics to a variety of problems.

By the end of Key Stage 1, the majority of the pupils should have achieved the expectations set out in Step 9 of the assessment for Mathematics.

PRINCIPLES OF THE TEACHING AND LEARNING OF MATHEMATICS.

At Herne Bay Infant School we endeavor that each individual child develops:

- A positive attitude, seeing mathematics as a subject to be enjoyed.
- An ability to think clearly and logically.
- Mathematical skills, knowledge and language.
- An ability to recall basic facts.
- An understanding through a process of enquiry and experiment.
- An appreciation of the nature of numbers.
- An appreciation of space, pattern and relationships.
- An awareness of the existence of mathematics beyond the classroom.
- An appreciation of the creative aspects of mathematics.

STRATEGIES FOR THE TEACHING OF MATHEMATICS.

A range of teaching styles is required for effective teaching and learning of mathematics to take place. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils.

We aim to provide all pupils with regular, direct teaching, which is oral, interactive and stimulating. Teaching styles and lesson structure provide opportunities for pupils to consolidate their previous learning, use and apply their knowledge, understanding and skills, pose and ask questions, investigate mathematical ideas, reflect on their own learning and make links with other work.

- Children are provided with opportunities to work as a whole class, in small groups or pairs, and individually to challenge and extend their learning.
- Commercial material may be used to supplement teaching and learning, especially in using and applying mathematics.
- Information Communication Technology is a resource used regularly to support teaching and learning of mathematics.
- Activities will be differentiated in a manageable way so that all pupils are engaged in mathematics related to a common theme, unless group objectives are diversely different.

Inclusion

All pupils are included in the mathematics lessons and have experience of direct, interactive and lively teaching appropriate for their age and stage of development.

During mental math's, teachers use a mixture of questions directed at the whole class and some questions pitched specifically at particular groups or individuals within the class, in order to ensure the involvement of all pupils. Teachers leave sufficient 'thinking time' after questions and use a balance of open and closed questions. TA's also often take small groups for mental math's to enable effective differentiation.

During the main teaching activity, teachers plan activities, which are differentiated usually around a single mathematical theme.

Across each week, all pupils have the opportunity to discuss their learning during the plenary.

Pupils with additional educational needs may receive extra support in the classroom or through intervention (outside of the classroom) from the special needs teacher/classroom assistant or non-teaching helper, as directed by the class teacher.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Teachers plan together weekly in year groups in consultation with the Co-coordinator in line with the Primary Framework for Literacy & Mathematics...

Staff meetings, year group meetings and Inset days are used to discuss Mathematics and ensure consistency of approach and standards.

Cross-curricular links can be seen in subject planning.

RECORDING AND REPORTING

Each child's progress is monitored through the teacher's records.

Reporting to Parents is through written learning journeys and parent consultation meetings three times a year. The Head Teacher and class teachers are always available to see individual parents, by appointment, if necessary.

Formative Assessment is continuous during the year. Discussions between the pupil and teacher are encouraged when the work is marked. Work is marked in line with the feedback and marking policy. Next steps/areas to revisit are identified to the child regularly.

Formal Summative Assessment is carried out at the end of the National Curriculum Key Stage 1 through end of Key stage National Primary Curriculum tests (starting in May 2016) and teacher's assessment.

The Role of the Mathematics Subject Leader

- Lead, manage and monitor the implementation of the Primary Framework for Mathematics, provide guidance and support, including monitoring teachers' planning and quality of teaching in classrooms.
- Observe colleagues, with a view to identifying the support they need;
- Prepare, organize and lead training, with support of the headteacher.
- To keep up to date by attending courses and feedback sessions organized by LA, Alliance Groups or other colleagues.
- To manage a delegated budget, to purchase, organise and maintain teaching resources.
- To advise the headteacher of action plan (e.g. resources, standards etc) and agree an action plan that reflects the school's priorities.
- To work co-operatively with the SENCO in providing advice and support to staff in order to maximize the potential of pupils with special educational needs, including those who are gifted and talented at mathematics.
- To identify needs and encourage and assist in-service training.
- Report to Math's governor on the impact of SIP.

The over-riding task must be to provide support for all who teach mathematics and so maintain the quality and continuity of mathematics teaching and learning throughout the school.