



Rudston Primary School

Mathematics Policy

Date: September 2019

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Subject Lead: Mr. J. Long

Approved By Governors: September 2019

Review Date: Autumn Term 2021

Our Mission Statement:

To develop a love of learning, enabling all children to reach their full potential.

* Respect * Resilience * *
Responsibility *
Enjoyment * * Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Rudston Primary School Mathematics Policy

Aims

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

At Rudston Primary School, Using the Primary Framework for Teaching Mathematics and Early Years and Foundation stage learning goals, it is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

Maths at Rudston Primary School

Mathematics is a key skill and core subject that all children need to feel confident with, through developing their ability to calculate, reason and solve problems. It is used in daily life and helps us to make sense of the world around us.

Mathematics can be taught cross-curricular but is also taught discreetly in all classes each week. Basic skills are also integral to our drive to further our children's learning in mathematics and thus, timetabled throughout the week.

Mastery Approach to Mathematics

At the centre of the mastery approach to the teaching of mathematics, is the belief that all pupils have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems.

The whole school is working in line with the revised 2014 curriculum with year 1 – 6 following the Maths No Problem scheme. This scheme follows the concrete, pictorial, abstract approach.

This means:

Concrete – Teaching will be heavily resource based. The children will first be introduced to an idea/skill by acting it out with real objects. This is the foundation for conceptual learning.

Pictorial – Children will be allowed to draw and mark make, to-make visual representations, to help them understand the idea/skill they are learning. The students now relate the hands-on approach to visual diagrams and pictures.

Abstract – When children are confident with both the concrete and pictorial stage, they progress onto the abstract which is where children will now be able to represent problems using mathematical notation. This is where children will be giving opportunities to apply the skills they have learnt in a variety of ways.

Children will have the time and space to work at and consolidate a concept without being rushed and moved on. Children will trial the same idea in a variety of ways in order to 'master' that skill – meaning they can do it in any situation with any numbers.

Early Years

The programme of study for the early years is set out in the EYFS Framework and in line with early learning goals. Mathematics in early years involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems: and to describe shape, spaces and measures. Children are given opportunities to reach these goals whilst being guided, observed and challenged by a professional.

Homework

There is a requirement for teachers to set homework on a weekly basis using the MyMaths online platform, as well as this, children may be expected to practice their tables or mental maths skills to help improve fluency. Children have access to another resource, 'TT RockStars' which can be used independently or as directed by the class teacher.

Assessment

Children's work will be marked according to the agreed school policy and their performance continually assessed by the teacher.

Each chapter should be assessed and children who achieved significantly more or significantly less than the expected standard should be recorded. Reference to these children should also be made in teachers' weekly planning meetings, in order to alert the phase leader or senior leadership team to any difficulties or misconceptions.

We make long-term assessments towards the end of the school year and use these to assess progress against end of year expectations. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year.

We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6. We also make termly assessments of children's progress measured against the end of year expectations.

Equal Opportunities

The teaching of mathematics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal and full access to the maths curriculum for all children including pupils with additional educational needs and for the more-able.

Resources

All major maths resources are centrally located in the maths resource area. Apart from bulky items, all resources are stored in labelled boxes. Teachers are requested to remove the whole box when equipment is being used and to return it promptly to the correct place when no longer required.

In each classroom, teachers must display a Maths Working Wall and a Maths Help desk that reflect current learning through numerical and pictorial representations as well as concrete apparatus.

This policy is subject to change and is updated when necessary, in accordance with government adaptations and the needs of our children.