

Braywood CE First School



Aspire, Learn, Achieve

Mathematics Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Vision Statement

A good mathematician at Braywood will.....

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Be able to identify mathematical relationships, spatial, numerical and logical, and see the relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Have a growing ability to read and record mathematical statements using correct terminology and symbols.
- Have a growing ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have a developing ability to use and apply mathematics across the curriculum and in real life.
- Have begun to have a developing understanding of mathematics through a process of enquiry and experiment.

Aims

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To promote confidence and competence with numbers and the number system.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shapes and space, and develop measuring skills in a range of contexts.
- To understand the importance of mathematics in everyday life.

Curriculum Development and Organisation

At Braywood, in Key Stages 1 and 2 we follow the 2014 National Curriculum. Teachers use Abacus and other materials at their discretion to support delivery. These include Numicon and New curriculum Mastery documents.

In the Foundation Stage the curriculum is the Development Matters Framework 2012 which has links to Learning Objectives in the 2014 National Curriculum. Concrete apparatus, including Numicon, is used to support planning and delivery.

Teaching and Learning

Class teachers and higher level teaching assistants deliver the curriculum. In all classes children are taught in ability groups and work is differentiated in order to give appropriate levels of work to each group.

The teaching of mathematics at Braywood provides opportunities for group work, paired work, whole class teaching and individual work.

Fortnightly mental maths alternated with online Abacus activities support and consolidate classroom learning.

Teaching Mathematics to Children with Special Needs

It is part of the school curriculum policy to provide a broad and balanced education. We teach mathematics to all children, whatever their ability. Provisional mapping is used to highlight needs.

We provide learning opportunities that are matched to the abilities of children with special needs. This can be by joining the child to a suitable year group as well as through differentiated activities.

Weekly booster clubs are run throughout the year for small groups of children in each year group requiring extra support in maths.

Children identified with a talent are invited to join similar children from other schools in a mastery challenge day at a local school.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the teacher to assess all of the pupils in their class.

In our school we continually assess our pupils, allowing us to match the correct level of work to the needs of the pupil, thus benefiting the child and ensuring progress. We use class tracker for ongoing assessment for all classes including foundation stage and o'track half termly to closely monitor children's progress throughout the school and allow teachers and the subject leader to assess attainment. SATs in Year 2 and teacher assessment provide a benchmark to compare our standards against those of other schools. Information for assessment will be gathered in various ways: by talking to the children, observing work, marking work etc.

Times tables are monitored through weekly testing in Key Stage 2.

As from 2014, as a result of a marking review children's written work is now marked using two pens, pink for 'tickled pink' to show success and green pens for 'growth' to show areas for development.

Written checklists on each topic now include child friendly 'I can....' statements each followed by a specific task to identify that the children have achieved the necessary objective.

'Fix it' time is given at the beginning of the lesson when appropriate.

The foundation stage profile is entered onto the computer during the child's time in reception and progress can be shown through graphs. A tracking system is used

Home / school links:

We see the relationship with parents as very important in supporting their children's mathematical skills. We involve the parents in their children's learning by:

- Providing regular parents' evenings, which give them verbal and written information on their child's progress.

- Holding a parents information session at the beginning of each term.
- Holding an annual session for parents to provide information on the teaching of the basic mathematical skills.
- Providing an end of year report, which outlines progress and attainment.
- Sending home maths games and additional work when appropriate.

Resources.

A wide range of equipment is available to support the teaching of mathematics, including ICT software in each classroom suitable to the children's needs.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in mathematics is the Subject Leaders responsibility. Monitoring activities take place across the school year. These include: looking at pupils' work; observing lessons; looking at teachers' planning; talking with pupils; discussing with staff, parents and the governing body, and analysing a range of data and records.