



Mathematics at Methley Primary School

Motivation + perseverance = success

At Methley Primary School, we endeavour to teach our children a rich and progressive curriculum. We believe that 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. In our school we want to help children to understand and appreciate the pattern in both number and space in their everyday lives in and out of school. We encourage the children to develop these key and fundamental skills through their growing knowledge and understanding of the world. We want children to learn to appreciate the contribution made by many people to the development of mathematics in our ever changing society.

National Curriculum

The National Curriculum for primary mathematics has three aims that should be at the heart of how we interpret the content of the curriculum.

Conceptual Understanding

In developing children's skills through enhancing their factual, conceptual and procedural knowledge, we allow them to deepen their mathematical understanding and be able to apply what they know to help them to solve problems. We believe that children should learn mathematical concepts using concrete, pictorial and abstract processes.

Mathematical Reasoning

The progression and development of mental calculations and efficiency in strategies will provide children with the skills which will allow them to communicate and present their findings effectively using appropriate mathematical language.

Problem-Solving

At Methley Primary School, Mathematics is integral to all aspects of life and it is with this in mind that we endeavour to ensure that children develop self-confidence in their ability to approach a range of mathematical problems.



By providing opportunities to apply their mathematical skills in different contexts and across a range of subject areas, children will be able to work systematically to organise information, find patterns and ultimately solutions through independent and collaborative learning.

Teaching of mathematics follows the National Curriculum and reflects changes introduced in 2014 for Key Stages 1 and 2 and the Curriculum for EYFS.

Assessment

In the EYFS, children's achievements are on-going and are assessed against the Early Learning Goals.

Levels are no longer used to assess children and instead teachers in KS1 and KS2 will make judgements about the children's numeracy in relation to age related expectations as set out in the new curriculum.

Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.

Statutory assessments take place at the end of Year 2 and Year 6.

Monitoring

Mathematics is led by the mathematics team that comprises an early year's teacher, a key stage 1 teacher, a higher level teaching assistant from lower key stage 2, a key stage 2 teacher and a school improvement lead. A governor has specific responsibility for mathematics and the team will update the curriculum governors on priorities and progress in mathematics.