

## RAMSEY MANOR LOWER SCHOOL MATHS POLICY

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

### STATUS: OTHER

### DATE ADOPTED: 2011

Policy agreed by staff: MS date: May 2019

Policy agreed by Governors: RS date: May 2019

Date of next review: May 2022

### RATIONALE

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstances, Maths teaches children to make sense of the world around them through developing their ability to solve problems and reason. It enables children to understand Maths in their everyday lives. Children will be provided with a variety of experiences that will encourage them to reach their full mathematical potential.

### AIMS

Our aim is to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils will be taught to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects.

### IMPLEMENTATION

Date: May 2019

We use a variety of teaching and learning styles in Maths both indoors and outdoors. Wherever possible, we encourage our children to apply their learning to everyday situations. During our Maths lessons we encourage children to ask as well as answer questions. They have the opportunity to use a wide range of resources including new technologies. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks and rehearse maths skills they have learned or are developing. Wherever possible teachers provide equal access to the Maths curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in Maths according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEND policy). More able children will be identified and suitable learning challenges provided.

## **RESOURCES**

Teachers use a diverse range of resource material to cater for all the needs of the children. Children are taught how to use the equipment appropriately and independently. Opportunities to use ICT to support teaching and learning in Maths will be planned for and used as appropriate.

## **CURRICULUM PLANNING**

In the Foundation Stage, teachers follow the Foundation Stage Curriculum (through the use of Hamilton Trust.) Year groups 1-4 follow the 2014 National Curriculum (though the use of White Rose.) All teachers use planning which ensures implementation of the statutory requirements of the programme of study for Maths.

## **MONITORING AND EVALUATION**

Planning is monitored regularly and is scrutinised annually by the subject leader in discussion with all teaching staff. Planning is to include all cross curricular work, whilst discrete lessons are delivered four times weekly to ensure all objectives are taught.

## **CURRICULUM LINKS**

Teachers integrate and apply mathematical skills and knowledge within the framework of the creative curriculum where it is appropriate. Provision for this planning is made on creative curriculum Long Term Plans with referenced and relevant objectives.

## **LINKS TO OTHER POLICIES AND DOCUMENTS**

Teaching and Learning Policy  
Assessment Policy  
SEND Policy  
Computing Policy  
Equal Opportunities Policy  
Health and Safety Policy  
Marking Policy  
All curriculum policies