

Tany's Dell Community Primary School

Maths Policy [January 2015]

Introduction

The Purpose of this document is to lay down the principles for mathematics education at Tany's Dell Primary School and to provide a framework within which practice can be developed.

This document should be read in conjunction with the 'Calculation Policy Statement', 'Teaching and Learning policy', 'Assessment Policy', 'I.C.T. Policy' and 'Tany's Dell Curriculum Planner'.

We will endeavour to review the policy on a three yearly cycle.

Rationale / Aims

Our fundamental aims are:-

- to enable **all** children to develop fully as independent learners.
- to offer a range of mathematical experiences that allow children to maximise their potential.
- to promote a positive self - image; self - motivation and flexibility, and to show initiative in the learning of mathematical principles.
- to arouse children's curiosity in mathematics and to encourage risk - taking.
- to promote a fascination with and enjoyment of mathematics through purposeful learning experiences which are related to real life.
- to acknowledge and value the process as well as the result.
- to recognise that mathematics is a powerful means of communication with a language of its own.
- to recognise that patterns and relationships can help us to make predictions and generalisations.

Mathematical Objectives

At Tany's Dell School the mathematics curriculum will seek to develop the following strategies:-

- opportunities for children to communicate/express ideas through:-
 - # describing
 - # interpreting
 - # predicting
 - # illustrating
 - # explaining
 - # proving
 - # disproving
 - # investigating
 - # recording
 - # checking and evaluating
- to provide continuity in the teaching and learning of mathematics.
- to monitor children's progress and to use that information to inform further planning and teaching.
- to implement practical work at **all** levels. **[essential]**
- to investigate and solve problems which provide valuable opportunities for children to apply their mathematical learning within a meaningful context and make cross curricular links.
- to provide enrichment for more able pupils
- to provide opportunities for children to co-operate in the sharing and exploring of mathematical ideas.
- to involve parents in their children's mathematical learning.
- to promote and encourage the use of mathematical language at **all** levels.
 - to make effective use of ICT to support mathematical learning.
 - to provide a range of opportunities which cater for all learning styles.

*** Mathematics provision must take into account and reflect gender and the ethnic and cultural diversity of the school.**

Curriculum Organisation.

The school implements the National Curriculum for every year group. The children are provided with opportunities for whole class, individual and small group activities which are carefully planned to ensure that the curriculum is covered with an appropriate balance of practical and recorded tasks. The Tany's Dell Curriculum Planner is used to ensure that children's learning is developed progressively and skills taught are appropriate to each child's current stage of development and understanding.

The school currently has a range of published and computer based resources for use across the key stages. Most recently the school has invested in the New Collins Primary Maths Scheme. Teachers are encouraged to make use of all the resources available to them when planning lessons. In addition, teachers use and share their own ideas and resources. Teachers are expected to make use of the wide range of practical resources available during all parts of the lesson. These include games, supporting equipment and a wide range of ICT resources which can be used with the Interactive Whiteboards, Classroom and Suite computers and laptops. We try to minimise the use of worksheets in school but recognise that sometimes they can be an efficient way of presenting certain topics.

It is important to offer a range of learning contexts, which will allow for differentiation of tasks and provide a balance between the practical and the formal. These will include open / closed tasks, real life opportunities, outdoor maths activities and maths trails.

There is a place for the teaching of specific basic skills on their own and we acknowledge the merits of promoting a particular method to be taught consistently throughout the school. As a staff we have agreed a consistent approach to the teaching calculation strategies. This is outlined in our Calculation Policy Statement, including the progression from mental to written methods and is explained in great detail in our Curriculum Planner. Furthermore, it is crucial that the children are provided with a context in which they can apply these skills and knowledge at their own pace. In order for this to be achieved we have agreed that we will provide regular opportunities for problem solving and investigation and practical workshops. All classes will carry out activities which promote the enjoyment of mathematics through purposeful tasks. Each class also holds a 15 minute 'Daily Maths Meeting' where children are involved in practising key ongoing skills and developing their ability to discuss mathematical ideas and concepts using appropriate mathematical vocabulary.

Pupils with Special Needs

In order that all children, regardless of ability or need, are able to achieve their full potential we ensure that work is appropriately differentiated in a variety of ways. eg by activity, by grouping, by level of adult support, by use of resources to support

Assessment and Evaluation

Children's progress is monitored and evaluated by effective marking and feedback, the setting of individual targets, the evaluation of lesson planning and differentiated questioning during the lesson. Judgements are made against the progression of skills outlined in the Curriculum Planner and the intended outcomes identified in the National Curriculum. Children are also encouraged to self and peer assess in order to evaluate their own learning.

Children take part in national assessment tasks in years 2 + 6. Children in Years 3 - 5 complete standardised assessments. The school administers baseline assessments on entry to Nursery and Reception and completes assessments against the Early Learning Goals at the end of the Foundation Stage.

Home / School links

The school regards the co-operation and support of parents as paramount to the successful teaching of mathematics. A meeting is held for parents of reception children in the term before the children start, to lay the foundations for a lasting partnership. Parents are informed on a weekly basis, through the home/school books, about the specific objectives/mathematical concepts that their children have been covering.

We provide regular homework opportunities for maths, which is differentiated where appropriate to allow all children to be challenged. We encourage children to learn their tables and number facts at school and would like parents to support this learning at home regularly. To support this we provide each child with a homework pack which provides a range of practical resources and suggested activities for using these, focussing on the practice of key number skills appropriate to each age group. The school also has membership to the MyMaths interactive learning platform.

The school provides opportunities for parents to talk to teachers at scheduled Parents' Evenings and parents should feel free to make an appointment at any time during the school year to talk about their child's progress.