



Eldwick Primary School

Maths Policy

Date Approved	September 2014
Revised	September 2017
Author / Owner	Maths Area of Learning team
Review date	September 2020

1. Context

This document is a statement of the aims, objectives and strategies for the teaching and learning of Maths at Eldwick Primary School. Numeracy skills are an essential vehicle for life and lifelong learning, and as such Eldwick embraces, promotes and celebrates Mathematical skills and abilities across the curriculum and throughout the school community.

2. Policy Statement & Aims

Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work. Our aims in teaching Mathematics are:

- To equip all pupils with the skills they need to become numerate
- To develop their ability to apply mathematical skills with confidence and understanding when solving problems
- To enable pupils to express themselves and their ideas using the language of mathematics with assurance
- To develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable
- To nurture a fascination and excitement of mathematics, as well as an understanding of the importance of mathematical skills in 'real-life' contexts
- To be able to use and apply mathematical skills across the curriculum
- To embrace and harness the digital learning skills of our pupils
- To ensure all pupils fulfil their mathematical potential

3. Equal Opportunities / Cultural Diversity

We aim to enable all members of the school community to gain fulfilment and enjoyment from the teaching and learning of Maths regardless of gender, race, age, social background or ability.

4. School Governors, Leaders And Staff Responsibilities

All teachers have the responsibility to provide a range of stimulating and challenging opportunities, which create a framework for success and enjoyment in Maths. Teachers of Maths should have knowledge of the different strands of mathematical learning as outlined in the National Curriculum 2014, and have a good understanding of the end of Keystage requirements and testing procedures. School leaders should make available INSET opportunities as required and School Governors are actively encouraged to play a part in the formulation and implementation of the Maths policy.

5. Specific Procedures To Implement Policy Aims

- High quality planning using the '5 Phase' philosophy to produce engaging, relevant lessons containing appropriate levels of challenge
- Planning to recognise that mathematical learning progresses from the concrete, through the pictorial to the abstract
- Regular focus on the importance of mental maths skills, including learn by heart targets, to include half-termly assessments (within KS2)
- Flexible grouping of children within a mixed ability setting
- Regular analysis of data in order to track the progress of individuals, groups and cohorts, with a particular focus on individual needs based on respective starting points
- Arrangement of intervention strategies to ensure all pupils make appropriate progress.
- Well-resourced classrooms in which Maths is clearly in evidence and where children have access to a variety of mathematical equipment and learning aids
- Within EYFS/KS1 Maths is made visible with all areas of provision
- Ensuring lesson content is aimed towards the interests of girls as well as boys, and that opportunities are taken to celebrate multi-culturalism through Maths eg The Olympic Games, World Cup, Islamic patterns etc.
- To continue to engage children in outdoor Maths activities
- To instil fun and competitiveness through participation in the World Maths Day, and other on line contests
- Collaboration with local secondary schools and 4LC colleagues to further enrich provision
- To use computer programs and websites wherever possible to enhance the teaching and learning of Maths e.g. Education City, Mathsplayground, Nrich, Active Learn and Studyladder
- To encourage the use of Mathematical language and reasoning through investigations
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6. Dissemination of the Policy

The Maths Policy (and associated calculation framework) will be made available for all staff through the school network, and on the Learning Platform for Governors, Parents and Pupils.

7. Monitoring, Evaluation and Review

This policy will be reviewed every three years unless circumstances dictate otherwise. Monitoring and evaluation will take place through the Maths team, evidence file, and school network shared areas.

8. Document History

Policy written by M.Wain, S Jessup, H Bottomley, Z Bhatti and J Hind

Appendix

To be seen in conjunction with:-

Calculation Framework
Whole School Assessment Policy
The School Prospectus
All six curriculum policies.
Inclusion Policy