

The Pilgrim School (a Church of England Primary with Nursery)

Maths Policy

Date agreed by staff: Autumn 2017

Date agreed by governors: Autumn 2017

Review by date: Autumn 2020

Signed:

Date:



Ethos

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the National Curriculum (2014) and should also reflect the Christian values of the school. This policy shows that The Pilgrim School holds the raising of standards as its highest priority.

Aims and Objectives

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them.

It is vital that a positive attitude towards mathematics is encouraged amongst all of our pupils in order to foster confidence and achievement in a skill that is essential in our society. At The Pilgrim School we use the National Curriculum for Mathematics (2014) as the basis of our mathematics programme. We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education. Assessment for Learning; an emphasis on investigation; problem solving; the increase of mathematical fluency and thinking and the development of teacher subject knowledge are therefore essential components of The Pilgrim School approach to this subject.

The broad aims of our school are for children: -

- To develop an enjoyment of mathematics
- To learn to count and recognise numbers and patterns in their surroundings with increasing confidence
- To be able to estimate through an understanding of numbers
- To recognise number bonds
- To understand and use the 100 number square effectively

- To know their times tables
- To develop strategies for mental and written methods
- To develop ways of working so that they are able to perform mathematical tasks with fluency, both independently and collaboratively
- To develop increasing confidence and ability to work investigatively within mathematics itself and in the wider curriculum
- To acquire the mathematical skills of problem solving and reasoning
- To use and come to appreciate the power of pattern and relationships to further their progress in mathematics
- To explain their methods and reasoning using correct mathematical terms
- To judge whether their answers are reasonable and have strategies for checking them
- To recognise 2D and 3D shapes and their properties
- To suggest suitable units for measuring and make sensible estimates of measurement
- To collect data, draw, explain and make predictions from the numbers in graphs, diagrams, charts and tables.

Planning and Organisation

In the Foundation Stage teachers use the Early Years Outcomes to work towards the Early Learning Goals for number, shape, space and measure. In focused tasks, children should apply this knowledge and these skills through child-led learning.

The National Curriculum for Mathematics (2014) describes in detail what pupils must learn in each year group in Key Stage 1 and 2. Combined with our Calculation Policy, this ensures continuity, progression and high expectations for attainment in mathematics.

As teachers plan they take into account the objectives to be taught for each session; probing questions and technical mathematical vocabulary to be used and differentiation of tasks. Teachers use the model of review, teach, practise and apply to develop children's understanding of each mathematical concept.

Within the school day we seize every opportunity to develop cross-curricular links with mathematics. Teachers are encouraged to look for opportunities for drawing mathematical experience out of a wide range of children's activities. Teachers recognise that mathematics contributes to many subjects of the primary curriculum and will draw children's attention to the links between subjects, where appropriate. The collaborative work that forms an essential part of many maths lessons reflects the school's Christian ethos of supporting each other and valuing everyone's contributions.

It is the school's policy to differentiate work to meet the needs of the individual child. In our planning we identify how we will challenge the most able and support those children with learning needs. We believe that it is essential that we provide access to the New National Curriculum for the children. Pupils' special educational needs are met by using a variety of approaches and specialist resources identified within each year group's Provision Mapping and in-line with the SEN Code of Conduct

Record-Keeping and Assessment

Teacher's complete assessment at many levels and these assessments are carried out for a variety of purposes: -

- On-going assessment is an informal part of every lesson. The purpose is to inform the teacher of a pupil's learning and therefore future planning.
- Pilgrim Progress is used as a form of recorded assessment found at the beginning and end of each child's workbook.
- Teachers make termly judgements of children's attainment against year group expectations.
- Parents are informed of children's progress and targets throughout the year.

More Able Children

We ensure that our more able children are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for Mathematics skills within all areas of the curriculum with open ended tasks. These children are given additional support by their class teacher.