



Bellfield Infant School Mathematics Policy

**“All children have the right to an education that develops their talents and abilities.”
UNICEF (Article 29)**

Introduction

Mathematics is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum programmes of study. They are organised into specific areas of learning; (place value, addition and subtraction, multiplication and division, fractions, measurement, geometry – shape, position and direction and Statistics).

Pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should apply their mathematical skills and knowledge to other subjects across the curriculum.

Children in Nursery and Reception follow the Foundation Stage Curriculum for Mathematics, as they make progress towards and where appropriate beyond the Early Learning Goals. Areas covered are: Numbers and Shape, space and measures.

Aims:

In Key stage 1, the aims for our pupils are in line with the National Curriculum 2014 to:

- Raise attainment in mathematics.
- Encourage a positive attitude and an enjoyment of mathematics.
- See mathematics regarded as a powerful, precise method of communication.
- Make the mathematics in our school child centred, addressing each child’s needs.
- Develop each child’s mathematical potential in terms of mathematical awareness, skills, knowledge and understanding.
- Ensure that children can work independently, taking responsibility for planning and carrying out mathematical tasks.
- Develop an awareness of mathematics in the world around us and an ability to explore this.

Objectives:

- To deliver the requirements of the National Curriculum and the Early Years Foundation Stage Curriculum for mathematics in an effective manner, appropriate to the needs of our children.
- To ensure that there is an emphasis on reasoning in Number, Measurement, Geometry and Statistics.
- To develop Mathematical skills more effectively by using a concrete, pictorial, abstract approach where children have the opportunity to use concrete objects to help them understand what they are doing, they use pictorial representations to help them reason and solve problems which leads to an understanding of more abstract and mental methods.

Assessment, Recording, Continuity and Progression

Following the Early Years Foundation Stage Curriculum and the National Curriculum programmes of study ensures continuity and progression. Each child is able to progress at a rate suitable to his or her own experience, ability and stage of development.

Children are continually being assessed and this ongoing teacher assessment is used to inform planning and recorded on our data tracking system, School Pupil Tracker Online (SPTO).

Progress in the Early Years Foundation Stage is assessed against the developmental bands and, at the end of the year, the Early Learning Goals.

In Key Stage 1, progress is assessed against key objectives from the National Curriculum content.

At the end of Year 2 teachers use the SPTO framework, along with SAT's results, to make a teacher assessment judgement of each child.

When planning mathematics, consideration is given to the children's varying levels of ability and through following the White Rose materials we are able to plan for mastery at all levels of ability. Our flexible system of grouping children for maths enables staff to move them into a more appropriate group whenever this is necessary. We use additional published materials e.g. Mathematical Challenges to provide suitable extension activities for more able children so that they can make further progress through challenges and investigations. Maths continuums are used to help plan smaller steps of progress for children on the SEND register and for children entitled to pupil premium funding where they are not making expected levels of progress.

Equal Opportunities

We have our own Equal Opportunities Policy in line with the Birmingham Policy. We seek to ensure that no child is disadvantaged because of gender, language, background or race. Results are scrutinised to make sure that any group which appears to be disadvantaged receives help to remedy this.

Monitoring and Evaluation

The Mathematics Co-ordinator, together with the Senior Leadership Team, will maintain an overview of the mathematics teaching in the school to ensure effective implementation of the Mathematics Policy.

The monitoring schedule includes:

- Scrutiny of planning
- Work scrutiny
- Assessment analysis
- Discussions with staff
- Discussions with children
- Lesson observations
- Learning walks
- Resource reviews

Resources

Individual classroom resources are checked on a regular basis and staff are asked about their resource needs so that deficiencies can be remedied as far as financial constraints allow. Some resources are held centrally if this is more appropriate.

Written by: J. Burns

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Date of next review: Autumn 2020

Links to Policies

Early Years Policy

Calculations Policy

Equal Opportunities

SEND Policy

Science Policy

Teaching and Learning Policy

Assessment Policy

Marking Policy