

# Bligh Primary School



## MATHEMATICS POLICY

Policy reviewed by Local Governing Board  
Policy date March 2017  
Next review due March 2020

**Barnsole  
Primary  
Trust**



## **Policy Statement**

At Bligh Primary School we recognise the importance of Mathematics as a core National Curriculum subject that equips our children with vital skills that they will need to use in their everyday lives. It is therefore important to encourage children to develop and nurture a range of strategies to help them solve problems, make links with other subjects and grow in confidence in the understanding of number, shape, space and measures. Our Mathematics Policy ensures that we give our children every opportunity to develop the knowledge, skills and understanding which will be required in further education and in adult life.

## **Aims**

Through the teaching of Mathematics at Bligh Primary School we aim for all the children to develop:

- A sound understanding of calculation, number, shape, space and measures, and handling and interpreting data
- A positive and enthusiastic attitude towards Mathematics
- A broad range of skills which can be applied fluently both within school and within their everyday lives
- A wide range of mental and written methods that they can use to answer questions and solve problems
- A deep and lasting interest in Mathematics

## **Objectives**

Our aims will be achieved by implementing the following strategies:

1. The Early Years Foundation Stage early learning goals in Mathematics are used as the basis of our planning.
2. The National Curriculum is used to plan Mathematics lessons in years 1 through to 6. Objectives are taken from the National Curriculum and lessons are planned around them to ensure full coverage.
3. The main emphasis in all our Key Stage 1 teaching is on developing a sound understanding of number and place value as well as key strategies for answering questions across the four operations. In Key Stage 2 the emphasis is on mental and written methods to solve complex problems in real life contexts across each of the four operations.
4. We regularly assess and evaluate the children's progress and attainment to inform future planning.
5. The achievements of targeted children are extended through 1-1 or small group work.
6. A working environment, in which individual achievements and successes are praised and valued, is fostered by all staff.
7. Children work towards individual and group targets which are tailored to meet their learning needs.

## **Assessment, Recording and Reporting**

Children's attainment is monitored and assessed against 'Age Related Expectations'.

Assessing against aged related expectations allows the children to develop a much deeper understanding of Mathematics. Learning walls are used to monitor achievement, progression and to ensure the children are provided with a broad range of Mathematics opportunities. Targets are set for individual children and a regularly updated.

Parents have the opportunity to discuss their children's work regularly at Parent Consultations and they receive a formal report for discussion with teachers during the Summer Term.

## **Monitoring and Evaluation**

The Senior Leadership Team take responsibility for monitoring the quality of teaching and learning throughout the school. They regularly monitor recorded work and the environment across each Key Stage, looking for consistency of standards and progression.

Weekly plans are regularly monitored and lesson observations take place in the form of Talk for Learning sessions.

Standards of achievement for the Mathematics curriculum, its organisation and planning are considered regularly during general and specific staff discussions.

## **Staffing and Resources**

Each individual teacher is responsible for putting the Curriculum into practice. Each class is equipped with a variety of resources and shared resources are readily available. Staff are encouraged to be creative in the use of their classrooms and to emphasise the importance of displaying children's work and allowing independent access to resources needed to develop their skills.

**Special Needs**

Special Educational Needs are accounted for in the SEND policy. Children work towards their EHPC targets and teachers' planning identifies this. TAs and SEND staff provide invaluable help to these children by working in a small group or in a 1:1 situation. Target groups are given extended work through fast tracking or nurture groups.

**Able Pupils**

Children who are identified as able are provided work that is differentiated in order for these children to be challenged and reach their full potential.

**Special Notes**

1. Equal opportunities for all of our pupils whatever their age, gender, ethnicity, ability and background are a fundamental principle in this school and the Mathematics programme is in line with the school's statement of equal opportunities for all our children as their right of entitlement.
2. In Years 2 – 6, homework is regularly set for Mathematics related tasks. In other year groups there is a focus on providing the children with practical activities they can engage in with their family members in order to enjoy Mathematics in their everyday lives.

**Health and Safety**

Mathematics teaching and learning takes place within the Health and Safety Guidelines in use in the school.