



BIRCH COPSE PRIMARY SCHOOL
MATHEMATICS POLICY

Version

Version: 1.1

Status:

Good practice

Introduction

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. Mathematics will be taught in accordance with the National Curriculum Programmes of Study.

Aims and Objectives

Mathematics is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

The teaching and learning of Mathematics will be based on four key principles:

- a) dedicated mathematics lessons every day
- b) direct teaching and interactive oral work with the whole class and groups
- c) an emphasis on mental calculation
- d) controlled differentiation, with all pupils engaged in mathematics related to a common theme

Planning and Organisation

Planning

Planning for Mathematics is carried out following the scheme of work, this policy and the Primary Framework for Mathematics. These documents are the responsibility of the Mathematics subject leader. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

Pupils' Mathematical Experience

A range and balance of experience will be provided for each pupil.

Opportunities should be given to pupils to:

- solve problems through investigative activities
- develop and apply alternative maths strategies
- develop cross-curricular links and themes
- build in times for consolidation, practice and reinforcement of knowledge and skills
- use a range of opportunities for practical work
- select and deploy a variety of ways to present their work in both oral and written form, including mental maths processes
- develop social skills such as co-operation, decision-making and negotiating
- select the most appropriate materials to carry out set tasks
- use a wide variety of teaching resources, including interactive resources using the IWB

Pupils will experience a variety of teaching styles, techniques and pupil interaction, such as exposition by the teacher; group work; discussion between teacher and pupil and between pupils themselves.

The school's mathematics teaching and learning will use the Primary Framework for Mathematics, supplemented by other school resources.

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of Mathematics. Medium term plans are adapted and linked to topics where appropriate.

Calculators and Information and Communication Technology and Calculators

The use of ICT and the teaching of ICT should enhance, develop and support pupils' learning of Mathematics. Pupils in the school should be given regular opportunities to use calculators and relevant computer programmes / online interactive activities when appropriate, to support their maths learning in accordance with the programmes of study.

Homework

Pupils may be asked to undertake tasks at home to support their learning in maths (e.g. multiplication tables; some practical projects; other appropriate tasks connected with their current work).

Equal Opportunities and Special Needs

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the Mathematics curriculum. Those identified as Able, Gifted and Talented in Mathematics will be given opportunities to develop their skills.

Assessment, Record Keeping and Marking

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in Mathematics is assessed, informed by termly progress checks and optional QCDA testing in the summer term. Children are formally assessed at the end of Key Stage One and Two.

Monitoring

The monitoring of Mathematics will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of Mathematics. Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

Other Policies and Documents

Please also refer to the following policies and documents:

School based:

Mathematics Guidance notes, Mathematics Scheme of Work, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy, Homework policy

Other:

National Curriculum, Primary Framework for Mathematics

Role of the Mathematics Subject Leader

- To audit, order, organise and store resources appropriately
- To manage the Mathematics budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of Mathematics and keep staff informed of changes in the curriculum
- To keep the Mathematics subject leader's file up to date
- To monitor and evaluate Mathematics standards throughout the school
- To organise any school-wide events associated with Mathematics.

Responsible officer

Maths Subject Leader

Date of last review: November 2014

Dates of amendments: 9th February 2010, 27th September 2010

Date of next review: November 2017