



## MATHEMATICS POLICY

Brandesburton Primary School believes that:

Mathematics provides a way of viewing and making sense of the world; it equips pupils with a 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 encompasses many aspects of everyday life; therefore a good understanding of basic numeric concepts is essential for children in an ever changing, technologically advancing world. With this in mind, we endeavour to provide children with a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

### Aims

The mathematics teaching at our school is geared towards enabling each pupil to develop within their capabilities; not only the mathematical skills and understanding required for later life, but also an enthusiasm and fascination about mathematics itself.

We aim to help the pupils to:

- understand the nature and purpose of mathematics in everyday life
- promote confidence and competence with numbers and the number system
- make rich connections across mathematical ideas
- develop the ability to solve problems through decision-making and reasoning in a range of contexts
- develop practical understanding of the ways in which information is gathered and presented
- explore features of shape and space and develop measuring skills in a range of contexts
- develop confidence in using and applying mathematics and to learn to enjoy its challenges

### Classroom Management & Organisation

Each class teacher will follow a daily lesson lasting 45 minutes in Key Stage 1 and 60 minutes in Key Stage 2. Incorporating White Rose strategies where appropriate.

Lessons follow a flexible format according to the concept/s being taught and the needs of the pupils.

The teaching of Mathematics provides opportunities for:

- whole class work
- group work
- paired work
- individual work
- group/individual work with a teacher or teaching assistant
- outdoor learning

Pupils engage in:

- daily Quick Starts embedding underlying mathematical principles.
- self and peer challenge
- investigative cross curricular challenges
- the development of mental strategies
- written methods
- practical work
- investigational work
- problem solving
- consolidation of basic skills and number facts – through mental arithmetic principles
- mathematical discussion

The Foundation Stage Mathematics is delivered in line with Early Years Guidance.

The expectation is that all children welcome challenge and that teachers foster the attitude that we all, even the most able among us, should expect to struggle.

### Cross-curricular Links

We try to identify the mathematical possibilities across the curriculum at the planning stage but we are flexible in our approach to take full advantage of those links which naturally occur as part of our everyday teaching. We encourage children to recognise and make links between mathematics and other curricular work, for example, handling data in Science. We want children to understand that mathematics is not an isolated subject.

Our Enterprise curriculum provides extensive opportunities to apply mathematics to real life situations.

### **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We are constantly assessing our pupils and recording their progress, in line with the School's Assessment Policy. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the children and ensuring progress.

Information for assessment will be gathered in various ways; by talking to the children, observing their work, marking their work, test papers and Assess and Review lessons. These sources of evidence will enable teachers to make judgment in maths against national criteria and give a clear and detailed picture of what a child can do in mathematics informed by a range of evidence.

Information from these assessments will be used to: inform future planning, identify strengths and weaknesses, provide individual and group target setting and provide information for teachers, pupils, parents and future schooling.

Moderation is also carried out across year groups and key stages to ensure consistency in levelling and allowing professional dialogue to occur.

### **Special Educational Needs**

Children who have a difficulty with mathematics are identified and catered for in line with the school's SEN Policy.

### **Parental Involvement**

We encourage parents to be involved in the mathematics curriculum by:

- inviting them into school twice yearly to discuss the progress of their child
- reporting on mathematical progress in their child's/ren's report
- inviting parents of Year 2 and Year 6 pupils to a meeting on supporting children with National Assessment
- informing parents of significant changes in the Numeracy curriculum
- encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable
- providing maths workshops for parents based on identified needs
- providing parents with children with IEPs to twice yearly meetings to discuss specific maths targets from their IEP
- contributing to school improvement through yearly FORUMS
- inviting them to weekly sessions to promote parent/child maths activities in FS & KS1
- providing resources/information on the school website

### **Resources**

Resources for the delivery of the mathematics curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific items are stored centrally. Teachers are encouraged to keep mathematics resources on display so that they are easily accessible to the children, encouraging them to become more independent learners.

Reviewed February 2022

To be reviewed February 2023