



Maths Policy

Reviewed by S&C Committee on 24th January 2017

Ratified by Full Governors on 8th February 2017

Review Period: Annually

Next Review Due: Autumn Term 2017

Signature of FGB Chair *E Young*

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out

PARLEY FIRST SCHOOL MATHS POLICY

'Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.'

'All children have a right to relax and play, and to join in a wide range of activities.'

Articles 29 and 31 UNICEF Convention on the rights of the Child

Parley is a Rights Respecting School

Statement of Philosophy

We aim to provide our children with interesting, differentiated learning, based on practical, first hand experience, which includes a variety of teaching and learning styles. It should foster a positive attitude towards mathematics, building up confidence, independence and sustained concentration.

Aims

- Develop problem solving and investigative strategies
- Develop mathematical concepts and techniques
- Develop the ability to apply mathematics to a range of contexts
- Provide a sense of what mathematics is about in everyday life
- Foster a positive attitude towards maths
- Have high expectations of quality from our children
- Promote rapid recall of basic facts and develop mental agility

Teaching and Learning Opportunities

Children will need to record their learning, using a variety of methods and be able to recognise which method is the most appropriate.

These methods will include:

- Verbal explanation
- Formal and informal conversation
- Pictorial representation
- Drawing
- Construction
- Computer print outs
- Practical layouts

- Diagrams
- Written explanations
- Symbols
- Worksheets
- Tables
- Question and answer
- Tally charts, data collection, block graphs
- Charts
- Tape recording
- Models
- Demonstration of techniques used
- Playing a game
- Calculator

In addition, the children should be encouraged to develop their own methods of recording.

ICT

Opportunities for children to incorporate the use of ICT to benefit their development in maths will be explored in all Year groups. This includes calculators, computers and programmable toys such as the Beebots.

Special needs

Teachers will need to provide a differentiated curriculum for all children, whether they are showing difficulties with the subject or are particularly gifted. Individual or small group support is provided and Targets are recorded on provision maps. This may be done in consultation with Year group members, the Maths Leader and the Inclusion Leader.

Assessment

Assessment is a continuous process and can be carried out by:

- Listening and talking to children
- Giving children practical or written tasks
- Observation whilst children are working on a task to see how they approach a problem, use apparatus, organise their work, are involved and enjoy a task
- Asking children what they have done, about their results and their methods of working
- Children and Staff evaluating their learning against Steps to Success
- Making accurate and frequent assessments using school for Maths and guidelines to ensure teaching is targeted to meet children's learning needs
- Using the Foundation Stage Profile

- Use of Maths – No Problem materials in Key Stage One
- End of Key Stage 1 assessments
- Year 3 and Year 4 Progress Tests
- assessments are recorded on the school's termly pupil Tracking System

Parental Support and Involvement in Maths

Parley First School embraces parental/family support and encourages the following:-

- specific Home Learning to support class teaching including board games and practise of mental facts including number bonds, doubles, halves and Times Tables
- Parent/Teacher consultations
- Maths Targets to be written on School Reports
- Whole School Approach to Calculations document which lays out the methods taught across the school
- Maths Workshops for parents to learn these strategies

Monitoring of Maths

The subject leader monitors provision and attainment in Maths in line with the school's self-evaluation cycle. Learning observations are carried out by the Subject Leader and a member of senior management on an annual cycle. Scrutiny of work and pupil interviews are carried out termly by the Subject Leader.

End of year assessments are analysed by the SLT and Subject Leader who feeds back to the governing body on standards and trends. This then impacts on actions in the school strategic plan,

The Governor with responsibility for Maths will monitor this policy in line with governor visit policy.

This policy will be reviewed by the Maths leader to ensure that it remains effective. Following review any amendments will be made to the policy and everyone informed of the amendments.