



Mathematics Policy



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1. Introduction

Mathematics equips pupils with the uniquely 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 is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them.

This school policy reflects the consensus of opinion of the whole staff.

The implementation of this policy is the responsibility of all staff.

2. School Ethos

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning in mathematics and it is safe to make mistakes and take controlled risks. Mistakes are seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

3. Aims of the school

The broad aims of the school are:

- To enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- To provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- To foster kindness and understanding between children and their peers in relation to differences of any kind - cultural, physical or intellectual
- To enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- To foster good manners, self-discipline and awareness of the needs of others

4. Aims for the Policy

- To be consistent across the whole school in relation to the teaching and learning of mathematics
- To link with the Feedback Policy so as to enable the best use of Assessment for Learning strategies when giving feedback
- To set out the responsibilities for the Mathematics Subject Leader



5. Aims for the children

- To ensure high quality teaching and learning opportunities for all children, in mathematics, both mental and written
- To enable every child "to be their best" - see aims statement
- To raise standards through setting improvements that enrich learning, including challenges that deepen understanding for all children and extend the more able mathematicians
- To develop positive attitudes towards mathematics
- To ensure children engage in the development of:
 - written methods
 - mental strategies
 - investigational and practical work
 - problem solving and mathematical games
 - mathematical discussion and reasoning
 - consolidation of basic skills, number and multiplication facts

5.1. Mental Mathematics

We recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced. We use accurate mathematical vocabulary in our teaching and children are expected to use it in their verbal and written explanations. We strive for children to:

- Manipulate, calculate and visualise mathematics "in the mind"
- To use jottings to help organise thinking
- To have rapid recall of basic number and multiplication facts.
- To become confident in real-life mathematical situations

5.2. Written Mathematics

Mathematics is recorded in a variety of ways. It contributes to many subjects and it is important the children are given opportunities to apply and use Mathematics in real contexts. It is important that time is found in other subjects for pupils to develop their mathematical skills, e.g. there should be regular, carefully planned opportunities for measuring in science and technology, for the consideration of properties of shape and geometric patterns in technology and art, and for the collection and presentation of data in history or geography.

6. Curriculum and School Organisation

In order to achieve these aims, the teaching of mathematics follows the 2014 National Curriculum and Development Matters in the Foundation Stage which in detail what pupils must learn in each year group. Combined with our Calculation Policy, this ensures continuity and progression and high expectations for attainment in mathematics. Maths is taught by all class teachers with work being differentiated to suit all learners including the more able.



We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education. Assessment for Learning; an emphasis on becoming fluent mathematically; the ability to reason and problem solve coupled with a rigorous approach to the development of teacher subject knowledge are therefore essential components of the Bury C of E Primary outlook on this subject.

Maths is assessed in line with the school's Assessment Policy and marked in line with the Feedback Policy.

7. Subject Leader Accountability

The mathematics subject leader is responsible for developing the subject.

Role of the Subject Leader:

- Ensures teachers understand the requirements of the National Curriculum and mastery approach
- Leads by example by setting high standards in their own teaching
- Prepares, organises and leads school-based CPD
- Liaises with the Inclusion Leader
- Observes colleagues with a view to identifying the support they need.
- Attends CPD provided by DEMAT and other providers.
- Keeps parents informed about Mathematical issues
- Discusses regularly with the Headteacher, Senior Leadership Team and the mathematics governor the position of mathematics teaching and learning in school
- Monitors and evaluates mathematical provision in the school by conducting regular work scrutiny, learning walks and assessment data analysis with the Senior Leadership Team and in accordance with the subject action plan.

8. Resources

A variety of resources are available in school.
They are stored in individual classrooms and the yellow room

9. Equal Opportunities

All teaching and non-teaching staff at Bury School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum, and the opportunity to make the greatest progress possible in all areas of the curriculum, while in our school.

Monitoring the Policy for Equal Opportunities is ultimately the responsibility of the Head Teacher and the Senior Management Team, but every member of staff is responsible for the day to day operation of the Policy in terms of promoting good practice. Staff should be familiar with the school's Policy for Equal Opportunities.

Monitoring and Review of this policy

This policy was reviewed in January 2018
Approved at meeting of Curriculum Committee:
Next review date: