

Learning for Ourselves, Respect, We Can



MATHS POLICY

RRS Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

RRS Article 13: You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it is harms or offends other people.

Reviewer: Jo Halley, January 2021

Reviewed by Curriculum Committee:

Ratified & Adopted by Full Governors:

Next update: January 2024

Maths Policy

Mathematics is an essential life skill and we aim for all our children to be numerate by the time they leave Lyndhurst. It is a symbolic language that enables human beings to think about, record and communicate ideas concerning the elements and relationships of quantity. The scope of mathematics includes the operations of counting, measurement, arithmetic, calculation, geometry and algebra, as well as the ability to think quantitatively.

The underlying intention of the work in Mathematics throughout the school is that children should think for themselves and progress with understanding. Making connections and building fluency is paramount to understanding, and so every opportunity should be taken to link visual images to enactive experiences and symbolic methods of recording.

Pupils should experience success regardless of their level of ability, and we hope to instil a sense of enjoyment and curiosity about the subject.

General Aims in the School's Work in Mathematics

The children will learn:

- That Mathematics is an essential element of communication which can be used to describe, illustrate, interpret, predict, explain and convey meaning with relation to quantities
- To tackle Mathematical tasks with confidence and perseverance, developing a range of strategies that they can use to solve their work
- To think logically and reason mathematically
- To become fluent in their Mathematical thinking, making links between different aspects of Maths as well as to other curriculum subjects
- To develop problem solving skills, and be able to relate their Mathematical work to real-life situations
- To use a range of resources and methods to represent their Mathematical work

Content of the School's Mathematics Work

The school follows the National Curriculum for Mathematics. We also have a strong belief in developing the children's ability to think for themselves and choose their own methods of working and recording. These Divergent Thinking skills are taught throughout the school through use of the Mathematician's Toolbox.

Mathematics is not only taught as an isolated subject within the school. Opportunities to develop mathematics through links with other areas of the curriculum are used, wherever possible.

Planning/Record-keeping/Assessment

The work for all classes and pupils in Mathematics will be planned as stated in the school's Teaching and Learning Policy. The school's work in Mathematics is planned around the requirements of the National Curriculum and progression is linked to our Maths Progression document. The weekly learning objectives are set out in the Medium Term documents. Detailed planning of content, activities, key questions, resources and classroom organisation, e.g. groups or whole class work, will be provided in the teacher's weekly Maths planning.

Records will be kept of pupil's attainment by teachers and assessments made in line with our agreed school assessment system. Their progress will be tracked though each year and across the school in accordance with the Assessment Policy. This will allow staff to closely track pupil progress and for quick intervention to be put in place when required.

Learning Experiences in Mathematics

These will develop around the principle that the Mathematics taught should be relevant to the stage of the child and will be in line with the maths Progression document. It is important to acknowledge that there is a need at times to provide knowledge through direct teaching and at other times through exploration and investigation. The Mathematics curriculum emphasises the need to go broader and deeper with the understanding of key skills and so Maths planning and classroom experiences should reflect this.

Within each lesson there should be;

- Discussion and clarification of a key teaching point.
- Opportunities for all children to explore and investigate the key ideas.
- A variety of representations used to illustrate Mathematical concepts.
- Plenary sessions to draw together ideas and share Mathematical thinking.
- Opportunities for misconceptions to be addressed.

Classroom organisation/Teaching Methods

This will be in accordance with the school's Teaching and Learning Policy. It will be such that it enables the teachers to implement the most efficient teaching methods to achieve their objectives. Teachers will employ a range of teaching techniques; these will include observation and listening, challenging, questioning, explaining and instructing where appropriate. There will be a balance between direct and indirect teaching methods. Pupils will work either individually, in pairs, ability groups or mixed ability according to what is appropriate for the task.

Pupils' Exercise books and Presentation of Work

- All work should be dated and the Learning Objective should be clear either through a title, the marking or a code linked to the planning.
- All pupils will use plain paper or plain A4 books.
- Pupils are encouraged to record their own work in their chosen method.
- Quotes of pupils Mathematical reasoning and pupil voice should be recorded as frequently as possible.

Time Allocation

The time allocated to the teaching of Mathematics is based on the recommendations set down in the National curriculum. In line with these recommendations, we aim to have a dedicated Maths lesson each day. Children are made aware of the time allocation related to their tasks.

Special Educational Needs

All children should have access to a broad, balanced curriculum which includes Mathematics and should make the greatest progress possible. Provision for children with SEND in relation to Mathematics is the responsibility of the class teacher, support staff and SEND Co-ordinator as appropriate.

Homework

Maths Homework is sent home weekly in KS1. This consists of two tasks that children are asked to complete to reinforce what they are learning within school. Maths chatterpacks are sent home in Year R.

Remote Learning

Remote Learning provision for Maths in KS1 is provided through Oak Academy live teaching videos as well as maths challenges for the more able pupils. EY Remote Learning provision follows White Rose activities. All Remote Learning mirrors the in school curriculum and has been available weekly since 1st October 2020.

Monitoring

All children have equal access to the Mathematics Curriculum, its teaching and learning, throughout any one year. Day to day monitoring of the Mathematics policy and the provision of equal opportunities in Mathematics is the responsibility of the class teacher. General monitoring is the responsibility of the Head Teacher and Deputy Head Teacher and the Maths Co-ordinator.

- Work scrutinies, which includes the Maths Governor - termly
- Overview of planning
- Results data analysis – termly
- Lesson observations