

Mathematics Policy

Overview

This Policy is set within the context of the School Mission Statement:

“ I come that they may have life and have life to the full”

John 10:10

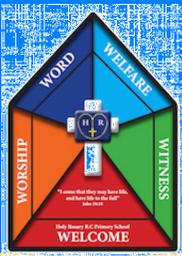
Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. It will ensure; high standards are achieved, that mathematics is taught well and that pupils make good progress at every stage.

Objectives

1. To promote and develop children's enjoyment and enthusiasm for maths through exciting, practical, first-hand learning and opportunities to explore and investigate.
2. To ensure that the statutory requirements of the National Curriculum for mathematics are taught well and applied across all subjects of the curriculum.
3. To ensure that the school's schemes of work and guidelines for mathematics are taught thoroughly, systematically and progressively to all pupils by all staff.
4. To help pupils to become mathematicians by developing their problem solving and reasoning skills so that they can apply their independent thinking and questioning across the curriculum.
5. To develop pupils' confidence and skill in mental calculation methods to underpin their written methods as they explore the areas of mathematics and address increasingly complex problems.
6. To bring mathematics to life and make it real, to ensure that children understand the importance of maths in their everyday lives.
7. To make certain that all children, particularly those with special needs or disability, those who are 'stuck' and those finding it hard are well supported.

Strategies

1. An appropriate range of teaching and learning strategies will be used in all mathematics lessons to capture pupils' interest and to promote effective learning and progress.
2. Lessons are planned using the White Rose scheme of learning and Power Maths. Teachers work through a series of small steps that aim to build up new learning, making links between old learning and new. A stand-alone arithmetic session is also taught once a week.
3. Teachers will use the schemes of work and guidelines, supported by an appropriate range of teaching and learning resources, to develop the knowledge, skills and understanding of every child, ensuring that all pupils, including those with SEND and those in other vulnerable groups, achieve high standards for their ability and make appropriate progress.
4. Children will be encouraged to; ask questions, solve problems, discover new information, apply and consolidate their knowledge, skills and understanding through first-hand experience, investigations and practical work.



Mathematics Policy

5. Teachers will make use of the immediate and wider environment to help pupils apply mathematics and see the relevance of mathematics to their own lives. They will set challenging work, tasks and problems to increase children's knowledge, skills and understanding and to extend their thinking.
6. Teachers will assess children's work in mathematics through formative and summative judgements by; asking questions, observing learners during lessons, observing pupils solving practical problems and listening to pupils' discussions. Work will be marked regularly and frequently, according to the schools marking policy, and pupils will be given appropriate, clear feedback which tells them how well they have done and what they need to do next to improve. Children are also encouraged to make judgements about how they can improve their own and others work.
7. The mathematics subject leader will support the teaching and learning of mathematics by; providing strategic leadership and direction for mathematics, monitoring progress and standards across the school, reviewing and revising the mathematics policy, monitoring and supporting teachers in the teaching of mathematics, keeping staff up to date on new developments in mathematics, monitoring the effectiveness of the planning and development of mathematics, auditing, monitoring the effective and appropriate use of resources and obtaining new resources.

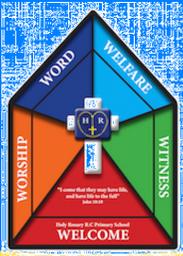
Outcome

This policy will ensure that all pupils become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time. They will be enabled to reason mathematically, using mathematical vocabulary. Effective teaching will ensure that they can solve problems by applying their mathematics with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. As pupils progress through the school they will become increasingly confident mathematicians.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy. As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



Mathematics Policy

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration Admission Staff records	Name D.O.B. Telephone Details	Details for contacting parents and staff to indicate staff closure	SLT and Administration staff	Recorded electronically on SIMS and school App	Held on file throughout the child's time at the school. Computer retains copy of records in 'archive'.

Revised and adopted by the Governing Body on: 2nd Dec 2020

Signed : *P.Devine (Chair)*

Date to be reviewed : Dec 2022