

# Downs Way School Mathematics Policy

## Introduction

Mathematics equips us with the knowledge of how to make sense of the world around us. Through developing a child's ability to calculate, reason and solve problems we are preparing them for their future in the World. Mathematics enables children to understand and appreciate relationships and patterns in both numbers 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.

## Aims

All our aims reflect our ethos and our approach to teaching and learning. They identify the aspects of our school community that we value highly and seek to promote to our children.

Our school aims are that all our children will:

- Develop a lifelong love of learning;
- Celebrate their achievements and embrace new challenges;
- Be independent, self confident and motivated learners;
- Value themselves and others in the whole community;
- Be healthy and stay safe;
- Understand their responsibility for themselves and their friends.

The aims and objectives of Mathematics in our school are to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- promote confidence and competence with numbers and the number system;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- develop a 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;
- understand the importance of mathematics in everyday life; and
- use ICT to support the teaching and learning of mathematics.

## Planning for mathematics

Planning in KS1 uses the National Framework for Mathematics.

In the Foundation Stage planning refers to the objectives in EYFS (2012) Development Matters. When planning, we take into account the targets set for groups of children in line with our Assessment for Learning (AFL).

Medium term plans for mathematics for KS1 and Reception are subject to the needs highlighted through AfL and give details of the main learning intentions and ensure an appropriate balance and distribution of work across each term.

Weekly plans for all lessons have clear learning objectives based on the teacher's detailed knowledge of the needs of the class.

Cross-curricular opportunities linked to mathematics are utilised wherever possible.

A numeracy intervention programmes (SNAP, 1st Class @ Number and Wav3) are used to support children in KS1.

## **Resources**

- Every class has a 'Maths Area' with resources and problems to investigate, and around the room number lines both vertical and horizontal and other labels and signs help support children's learning;
- Practical maths equipment is stored in labelled containers at the back of the green class room for teachers to access;
- Blank grids are marked in the outdoor learning area, not just for Maths but for other curriculum subjects as well;
- Opportunities for using Maths are available in the class role play areas;
- Displays incorporate, where possible, questions relating to Mathematics for the children to discuss and solve;
- Resources are available in every classroom for children to self select to support their learning.

## **Assessment, Reporting, Monitoring**

Staff make assessments of the children's learning on a daily basis through observations, listening to the children, engaging them in conversation about what they are doing, asking open questions and checking understanding.

Assessment is used in line with the Assessment Policy. The weekly plans outline the success criteria using Assessment for Learning.

In YR the children work towards the Development Matters Early Learning Goals in the Mathematics area of learning of the EYFS and are assessed using the success criteria and examples in the 'EYFS Profile Handbook' 2008, online and cross standardisation in Surrey schools.

In KS1 all children work towards their group targets in Mathematics. Their progress is assessed and reviewed by the teacher, subject leader and head teacher in line with the Assessment Policy.

This information is shared with parents in all terms via consultations with parents for each individual pupil and full reports in the summer term.

The children's progress is monitored through half termly pupil progress meetings and termly tracking meetings, which look at the tracking of every pupil and discuss intervention if necessary.

The subject leader monitors every class' Mathematics through termly photographic evidence and class observations. The work of the subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject and providing a strategic lead and direction for the school. The head teacher and the subject leader discuss the strengths and the weaknesses of the subject and indicate the areas for further improvement.

## **Recording**

At Downs Way School, we try to keep formal recording to a minimum, thereby allowing children to be more practical, hands-on problem solvers. We recognise children record their learning in a variety of ways including written methods; also staff take photographic evidence of learning.

Children self assess their own understanding of the work they have completed, using a traffic light system. Teachers will, on a rotational basis, assess using the traffic light system of assessment; therefore highlighting deviances. Work will be marked in line with the symbols agreed in the Marking Policy and in pen.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

## **Equal Opportunities**

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities Policy.

Next review - Summer Term 2014