



Together - we care, we learn, we belong

Maths Policy

Aims:

To raise standards in mathematics using the framework for teaching Mathematics.

To develop skills, which enable children to use and apply numbers, measures, shape space and data handling with competence and confidence in a range of contexts.

To develop children's skills in mental calculation, by ensuring they have a repertoire of known facts and strategies to draw upon.

The Headteacher will:

- set high expectations and ensure the monitoring of teaching and progress;
- encourage a whole school approach keeping parents, governors and all support staff well informed;
- support the co-ordinator and individual teachers;

Governors will:

- be well informed through the leadership of the Headteacher, mathematics co-ordinator and Numeracy Governor;
- support the staff in implementing the schools policy for mathematics;

The co-ordinator will:

- lead by example showing a thorough understanding of the subject;
- offer support to teachers in planning, teaching and assessment;
- work alongside the Headteacher to monitor and evaluate teaching and progress;
- identify INSET needs plan and deliver INSET.

Teachers will;

- implement the daily 3 part mathematics lesson sharing clear objectives with the children;
- use a range of teaching styles to incorporate
 - direct teaching
 - a high proportion of whole class oral /mental sessions;
 - group/paired work,
 - individual work
- use the framework of objectives to aid planning using:
 - the yearly objectives and planning grids for medium term plans;
 - the key objectives for assessment;
 - the supplement of examples for short term planning and assessment.
- give homework activities in line with the school policy.

In the daily mathematics lesson teachers will:

- share clear learning objectives with the children;
- provide daily practice of mental skills including counting, rapid recall, newly learned facts, and calculation strategies;
- maintain good pace and use effective questioning;
- use accurate mathematical vocabulary
- engage pupils in challenging differentiated activities using a range of resources, including ICT as outlined in the Framework;
- use published materials to support their teaching.

The SENCO will:

- support the mathematics co-ordinator and teachers in dealing with children with special educational needs and encourage whole class inclusion where possible
- use the detailed objectives in the Framework when preparing individual education plans.

Children will be encouraged to:

- enjoy mathematics and see its relevance to real life
- understand exactly what is expected of them on a day to day basis;
- develop mental calculation strategies so that their first reaction to a question is “Can I do that in my head?”
- use mathematical vocabulary with confidence;
- use their knowledge to solve problems, see patterns, make predictions, present information clearly, interpret data.
- give oral explanations of their methods.

Support staff will:

- be included in staff training for mathematics where appropriate;
- have a clear understanding of their role in each part of the lesson;
- share the learning objectives for each lesson and know the key vocabulary to be developed;
- use the framework to track back where necessary.

Parents will:

- be encouraged to develop positive attitudes to mathematics and actively support their children when homework is given;
- be well informed of their children’s progress through annual reports, and parents’ evenings.

Within all teaching and learning in this subject all relevant gender/race/disabilities will be recognised and treated equally.