

St. David Haigh and Aspull CE Primary School

'A successful caring, Christian School, at the heart of the community.'

School Aim

St. David CE Primary School aims to provide a warm, caring and happy environment based on the Christian Faith, where each child is respected as an individual with personal, physical and emotional needs and talents.

Within this environment each child is given equal value and opportunities and is positively encouraged to reach their full potential, grow in confidence and develop high esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever-changing world.

We ensure that all children have access to the Mathematics curriculum regardless of race, ethnicity, gender or disability.

Mathematics Policy

Introduction

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to the planning, delivery and assessment of the mathematics' curriculum. The mathematics taught and the methods used reflect the recommendations outlined in the DfE guidance contained in the documents:

- (A) Curriculum Guidance for the Foundation Stage
- (B) Primary Framework for Mathematics
- (C) Early Years Foundation Stage Guidance

It provides information and guidance for teachers, governors and other interested persons.

Aims

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern 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.

At St. David's Primary School we aim to:

1. develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure;
2. develop mathematical understanding through systematic direct teaching of appropriate learning objectives;
3. encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life;
4. develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary;
5. develop an appreciation of relationships within maths;
6. develop ability to think clearly and logically with independence of thought and flexibility of mind;
7. develop mathematical skills and knowledge and quick recall of basic facts in line with DfE recommendations.

Teaching and Learning Style

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use ICT in mathematics lessons where it will enhance their learning, as

in modelling ideas and methods. The school's use of the 'block' and 'unit' approach to planning as outlined in the Primary Framework ensures that Using and Applying mathematics is integrated into planning and teaching.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games.

Mathematics Curriculum Planning

Mathematics is a core subject in the National Curriculum, and we use the Primary Framework as the basis for implementing the statutory requirements for mathematics.

We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the Primary Framework. Our weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

Mental maths tests are planned for at the end of a block of work (every 3 weeks) and daily work using times tables occurs in each year group.

The Headteacher, mathematics subject- leader and SLT are responsible for monitoring the mathematics planning within our school.

Assessment

Assessment has two main purposes:

- assessment of learning (also known as summative assessment);
- assessment for learning (also known as formative assessment).

Assessment of learning (AoL) – summative assessment

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned. Within St. David's School AoL is used appropriately, e.g. to provide a Teacher Assessment level at the end of KS1.

Assessment for learning (AfL) – formative assessment. This is where pupils are in their learning, where they need to get to and how to get there.

At St. David's School we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on actually using the information gained.

The assessment procedures within our school encompass:

- making ongoing assessments and responding appropriately to pupils during day-to-day teaching. These immediate responses are mainly verbal and are not normally recorded;
- using knowledge of pupils drawn from ongoing pupil tracking records and from the prior learning section at the beginning of each unit of work within the Primary Framework to guide our planning and teaching;
- adjusting planning and teaching within units in response to pupils' performance;
- use of the assessment for learning questions within the Primary Framework to check learning against objectives at the end of each unit of work. If necessary future planning is adapted in response to assessment outcomes;
- use of information gained from statutory and optional tests. Analysis is done at both a quantitative and qualitative level. Information gained is used to set focused curricular targets and also to determine which strategies or methods are particularly effective in respect of specific areas of mathematics.

End of Block Assessments

These assessments are carried out at the end of each unit of work; evidence from these are recorded on Classroom Monitor (APP.)

The Foundation Stage

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document.

We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use, enjoy, explore, practise and talk confidently about mathematics.

Teaching Mathematics to Children with Special Needs

At St. David's School we aim to provide a broad and balanced education to all pupils. Quality teaching is considered an entitlement for all pupils.

Effective pupil tracking enables identification of pupils who may benefit from early intervention at an appropriate level. We also recognise and make provision for pupils who have a particular ability in mathematics.

Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have a wide range of appropriate small apparatus including calculators and appropriate visual aids and concrete materials. A range of software is available to support maths work.

Responses to Children's Work

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by highlighting positive achievements.

This could include praise for use of a viable method even if the end result were incorrect. Children are given opportunities, and actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others.

Monitoring and Review

Monitoring of the standards of children's work and of quality of teaching in mathematics is the responsibility of the Headteacher supported by the maths subject-leader.

The work of the maths 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 subject in the school.

C. Charnock

Mathematics Subject-Leader and Key Stage 1 Manager.

September 2011

Policy review: Due to be reviewed in September 2014.