



## Dove First School Maths Policy

### **Aims and purpose**

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships that provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

It is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- initiative and an ability to work both independently and in co-operation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

### **How does this policy link to the national curriculum?**

#### Knowledge Skills and Understanding

At KS1 and KS2 teachers use the national curriculum to ensure each year group is taught the necessary skills. A variety of resources and approaches may be used to meet the learning needs of individuals and groups of children.

#### Breadth of Study

At the Dove First School opportunities are offered to children to develop their mathematical knowledge and skills through tackling problems and through purely mathematical activities.

- Activities are balanced between those which are short in duration and those which can be developed over a longer period.
- Children are involved in both individual and group work.
- Children experience open-ended as well as closed tasks.
- Children develop a range of methods of calculating e.g. mental, practical, pencil and paper and using ICT.

### Scheme of Work

Teachers choose learning objectives from the national curriculum which includes differentiating the learning as necessary for individuals and groups of children. A variety of resources can be used which may include elements from schemes of work such as Hamilton, Abacus and Collins but no single scheme is followed rigidly. Teachers ensure that the national curriculum objectives are covered as required through their planning and assessment.

### Cross-curricular links

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of these opportunities.

### Reception/EYFS

Teachers of the Reception class base their teaching on the Statutory Framework for EYFS; mathematics involves providing children with opportunities to develop and improve their skills in counting, calculating simple addition and subtraction problems and to describe shapes, spaces and measures. Teachers choose resources to suit the differentiated learning as necessary for individuals and groups of children.

### **Teachers' Planning and Organisation**

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the mathematics subject leader.

The approach to the teaching of mathematics within Dove First School is based on these key principles:

- a mathematics lesson every day
- a clear focus on direct, instructional teaching and interactive oral work with the whole class and group
- an emphasis on mental calculation
- children are challenged at all levels
- each class organises a daily lesson of between 45 and 60 minutes for mathematics
- lessons are planned using a common planning format and are collected on the Staff Shared area for monitoring purposes and for shared accessibility

Towards the end of Reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a 45-minute lesson.

### **Special Educational Needs**

At Dove First we recognise that pupils described as having specific learning difficulties, dyscalculia or dyslexia have special educational needs and that these needs have to be met to

the best of our ability and resources; we recognise that these pupils have skills and talents which need to be nurtured and developed. The school strives to remove barriers to learning and involve all pupils in activities so that all children are helped to reach their potential.

Children with SEN are taught within the daily mathematics lesson. Where applicable children's IEPs incorporate suitable mathematics objectives and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher. Feedback is provided by support staff to the teacher at the end of each lesson.

### **Differentiation**

This should always be incorporated into all mathematics lessons and can be done in various ways, for example:

- Resourcing which provides a variety of resources depending on abilities e.g. counters, cubes, 100 squares, number lines, mirrors.
- Grouping according to ability so that the groups can be given different tasks when appropriate.
- Adult support to focus children on learning or developing specific skills.

### **Equal Opportunities**

The teaching of Mathematics at Dove First School ensures that all children are provided with suitable learning opportunities. We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of mathematics.

In the daily mathematics lesson we support children with English as an additional language in a variety of ways.

### **Pupils' Record of their Work**

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording. Maths work is completed in plain exercise books at KS1 and squared books where appropriate in KS2. Learning objectives and the date are in books alongside work/activities. Children are encouraged to record their work neatly and organised appropriately for the task/learning objective.

### **Marking**

The school has an agreed way of marking in maths (see marking policy). Children use smiley faces to indicate how they think their learning has progressed during a lesson and 'pigs' to indicate paired, independent, group or supported work (supported by an adult). Marking should

be both diagnostic and summative and school policy believes that it is best done through an ongoing conversation with the child which is reflected in the marking of work, feedback from staff and the responses from children.

### **Assessment and Record Keeping**

The evaluation of weekly plans shows what has been taught and what has yet to be learned. This serves as a class record of progress. The teacher may wish to make notes on individual children whose progress differs markedly from the rest of the class, and the reasons for it. These notes are discussed with the child's next teacher and class records are passed on at the end of the school year.

We are currently continuing to assess mathematics with levels (whilst also planning and monitoring attainment against new statutory end-of-year objectives) and we assess these every half term to support ongoing teacher assessment and progress. In line with curriculum changes and the development of newer methods of assessment, we will move towards other forms of assessment as and when we find a process or system that is suitable for our school.

### **Reporting to Parents**

Reports are completed before the end of the summer term and parents are given opportunity to discuss their child's progress formerly on three separate occasions.

Teachers use the information gathered from their unit assessments to help them comment on individual children's progress and to set targets for the future.

Moderation takes place within the school and within the Weaver Cluster of schools.

### **Working With Parents**

Throughout the year parents are invited into family learning events where they can work alongside their child on a particular aspect of maths. This happens throughout the school and may occur through cross-curricular events or ones specifically associated with maths.

It is our school policy to provide parents with opportunities to work with their children on maths tasks at home. These activities are valuable in promoting children's learning in mathematics.

### **Governors**

The curriculum committee receives regular updates on Mathematics throughout the year. These range from targets in maths, curriculum planning, reporting and mathematical developments for the future.

**How will this policy be monitored and evaluated?**

The head and subject leader will monitor books, lessons, plans and talk to children about their work. Feedback and support is then provided to staff.

**Monitoring and review**

The policy will be monitored by the staff and the governing body. It will be reviewed formally every three years.

Date: 6<sup>th</sup> October 2014

Review Date: September 2017

Signed: J. Philpotts (Maths Subject Leader)