

MILFORD PRIMARY SCHOOL MATHS POLICY



Vision Statement

Milford school sits at the heart of the community, where all involved strive for excellence. Each child is supported in their learning journey and the fulfilment of individual potential.

Care, share, respect and learn

Summer 2016

1. Why teach Mathematics?

1.1 Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

1.2 Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and in public decision-making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

2. Aims

2.1 The mathematics teaching at Milford Primary School is geared towards enabling each pupil to work towards their potential as a life long learner, developing;

- the mathematics skills and understanding required for later life,
- an enthusiasm and fascination about maths.

2.2 We aim to increase pupil confidence by providing both a challenging and supportive atmosphere so they are able to;

- develop skills and knowledge and quick recall of basic facts,
- develop the skills of working systematically, independently and co-operatively,
- think clearly and logically,
- develop imagination, initiative and flexibility of mind,
- express themselves and their ideas using the language of maths with assurance in oral and written work,
- challenge themselves through extended enquiry and investigation.

2.3 We are continually aiming to raise the standards of achievement of the pupils in Milford School.

3. Planning and organisation

3.1 The framework for maths is used as the basis for the planning of maths at all stages. Early Years Foundation Stage mathematical development activities are integrated into outdoor activities where possible. The planning for Wye class is adapted according to the revision needs of the Y6 group.

3.2 Maths in both KS1 and 2 is taught as a daily lesson and follows the National curriculum. Because the classes are mixed age, children are grouped according to needs rather than age and work differentiated accordingly.

3.3 Within each class's planning, objectives are written in 'childspeak', eg as 'I can' in KS1, Learning objectives in KS2. Information on appropriately differentiated activities is also included. The objective is shared with the children at the beginning of the lesson, and is used to help measure success as part of the plenary.

3.4 The teaching of maths at Milford provides opportunities for:

- Group work
- Paired work
- Whole class teaching
- Individual work

3.5 Pupils engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem- solving
- Mathematical discussion
- Consolidation of basic skills and routines

3.6 Children are encouraged to:

- Learn from each other by sharing knowledge and strategies
- Show respect for others' ideas

3.7 We acknowledge that a cross-curricular approach to mathematics is of great value in that it ensures the relevance of mathematics is appreciated by the children and enables a more efficient use of time.

4. Target setting, assessment and record-keeping

4.1 At Milford we see assessment as an integral part of the teaching process and endeavour to make it purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. To this end the children's understanding is assessed through questioning, marking (in line with the school's marking policy), discussion and liaison with TAs.

4.2 The children are also encouraged to assess their own success against lesson objectives where appropriate.

4.3 Statutory assessments are carried out at the end of Key stage 1 and Key Stage 2 The assessment without levels objectives are used to assess all pupils in Key Stage 1 and 2.
4.4 The pupil's progress is carefully monitored. Formal tests and a variety of teacher assessment methods are used to inform the school's tracking documents.

5. Resources

5.1 Resources for the delivery of the maths curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific items are stored centrally. Milford School uses a variety of published materials to facilitate the teaching of mathematics but recognises the need for the teaching of maths to be 'scheme assisted not scheme driven.'

5.2 Materials are constantly updated, as new and relevant items become available. The maths subject leader orders new resources after consultation with the staff.

6. Equal Opportunities

6.1 As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics.

7. Children with Special Educational Needs

7.1 Wherever possible we aim to fully include SEN pupils in the daily mathematics lesson so that they benefit from the emphasis on oral and mental work and by listening and participating with other children in demonstrating and explaining their methods.

7.2 Where necessary teachers will, in consultation with the SENCO, draw up a provision map for a child.

7.3 When planning, teachers will try to address the child's needs through differentiated tasks or the use of support staff.

8. The Maths Action Plan

8.1 The Mathematics Action Plan is written each year based on the mathematical needs of the staff and children. This is carried out at the same time as the subject's main monitoring focus and feeds directly into the School Development Plan. It is reviewed and revised as necessary throughout the year.

9. Parental Involvement

9.1 Parental support is encouraged, for instance in the learning of tables, playing mathematical games and helping with other homework activities.

9.2 All parents receive an annual written report on which there is a summary of their child's effort and progress in mathematics over the year.

9.3 At the end of Key Stage 1 and Key Stage 2 each pupil's level of achievement against national standards is included as part of their annual written report.

10. The Role of the Headteacher

10.1 The Headteacher has responsibility for ensuring that the policy is used, updated when necessary and for ensuring that mathematics is taught effectively.

10.2 The Headteacher will ensure that sufficient resources are made available to the subject leader and staff so that they can efficiently discharge their professional responsibilities.

11. The Role of the Mathematics Subject Leader

11.1 The Subject Leader has the responsibility for monitoring and evaluating the learning and teaching of mathematics, target setting, pupil performance tracking, progression, continuity and co-ordination, and for the purchase of resources and equipment.

12. Evaluation

12.1 The Governing Body will review this policy in accordance with its planned policy review programme.

Approved (Chair of Governors) G. Taylor

Date Summer 2016

Review Summer 2019