



# Leftwich Community Primary School

## Policy for Mathematics

### Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of mathematics. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

### The Importance of Mathematics

Mathematics is a creative and highly inter-connected discipline that is essential to everyday life. It is critical to science, technology and engineering, and necessary for financial literacy and in the majority of employment forms. An understanding of the world, ability to reason mathematically and appreciation of maths are provided through a high-quality mathematics education.

### Aims

- 1 To become fluent in the fundamentals of mathematics, progressing to application of skills through complex problem solving, so that children may recall and apply knowledge rapidly and accurately.
- 2 To reason mathematically through seeking relationships between concepts and developing arguments using mathematical language.
- 3 To solve problems so that mathematics can be applied by breaking down problems and persevering in seeking solutions.
- 4 To be able to communicate mathematical ideas by speaking and listening, reading and writing.

## **Planning**

There is a strong emphasis on the key skills which link all curriculum areas, particularly the development of speaking and listening. Our planning for mathematics is in line with the Early Years Curriculum and National Curriculum 2014 guidelines. Medium term plans are based on the National Curriculum for maths. Each group progresses through the school with a programme of work that suits their abilities, yet challenges them. The Calculation Policy gives a clear overview of the progression of calculation strategies, however the order in which these are taught within each year group may change, depending on each cohort. For example, Year 2 children may learn the partitioning method for addition before the 'empty number line' method. However, other cohorts may understand these strategies in the other order. Equally, 'back tracking' through strategies in order to embed skills may not be appropriate. For example, not all children should return to the 'empty number line' method at the start of each year group if formal written methods are well understood. The progression of reasoning skills across the school is also outlined in unit specific documents.

## **The use of Information and Communication Technology across the Curriculum**

- Good written and mental arithmetic is very important and ICT, e.g. calculators, should not substitute these skills. Once written and mental arithmetic are secure, ICT may be used to support pupils' understanding of concepts and exploring more complex number problems.
- When appropriate, pupils will be given opportunities to apply and develop their ICT capability to support their learning in mathematics.

## **Assessment, recording and reporting**

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children, as identified by the previous lesson and level of skill acquired.

Achievement in mathematics is formally reported to parents on the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning.

## **Resources**

An audit of resources has been undertaken and purchases made which include, ICT software appropriate for class laptops and the Interactive White Boards, practical materials and teacher resources. There is a central store for more specialised equipment which is in the PPA area in the junior corridor; further equipment is stored in the right hand side of the mobile.

## **Inclusion**

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

## **Review and Evaluation**

Policy review will be undertaken annually by the co-ordinator and, where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, learning walks, pupil voice meetings, sampling and scrutiny of planning and work etc.

**Policy date: October 2016**

**Policy review date: October 2017**

**Co-ordinator name: Jayne Heath**