

Trewirgie Infants' and Nursery School

Maths Policy

(RR Articles 28 + 29)

Introduction

This policy outlines the purpose, nature and management of the mathematics taught at Trewirgie Infants' and Nursery School. The implementation of this policy is the responsibility of all teaching staff.

This policy should be read in conjunction with the Calculation Policy.

Aims

Our aims in mathematics teaching are:

- To enable pupils to be enthusiastic, proficient, competent and confident with numbers, shapes and measures, and to have the ability to solve mathematical problems in a variety of contexts.
- To foster positive attitudes towards mathematics by developing pupils confidence in using mathematical equipment and vocabulary, and through developing their mental strategies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. Teachers will

demonstrate and model consistent methods across year groups and allow children practical opportunities to strengthen their understanding, wherever possible, we encourage the children to use and apply their learning in everyday situations.

Investigations, challenges, puzzles and games are regularly integrated into planning.

In our daily lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a range of resources, such as number lines, number squares, bead strings, digit cards and unifix cubes to support their work.

We use ICT in mathematics lessons to enhance children's learning, including Abacus interactive games and Visualisers.

We use the interactive whiteboard as a teaching input tool to clearly model ideas and methods as well as allowing children to reinforce ideas and facts through the use of appropriate online games e.g. mathletics, individual computers/laptops, RM Maths, Abacus.

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 – differentiation, work in pairs on open ended problems or games and ability groups across year groups in Year 1 and Year 2. We encourage children to share and discuss their ideas and results. In Year 2, children are split into ability groups.

Delivery

Mathematics teaching will be in line with the National Curriculum which is in line with the New Early Years Foundation Stage curriculum for the Reception classes and Nursery.

- The highest priority will be given to the teaching and consolidation of mental strategies.
- Teachers will take every opportunity to use appropriate questioning including open questions.
- They will probe and challenge answers. Where appropriate they will also ask for alternative strategies or explanations.
- They will seek to ensure that every child has the opportunity to use and apply their mathematical knowledge on a daily basis.
- Teachers will respond to individual needs by carefully targeted questioning.
- Teachers will devise work, which although differentiated, will seek to include every child in the class. They will endeavour to set work that is challenging and motivating.
- Teachers will use a range of ICT resources where appropriate to enhance their Maths teaching and the children will be given regular access to ICT to reinforce and consolidate their Mathematical learning.

Assessment, Recording and Reporting

Planning of mathematics ensures continuity and progression across all year groups and key stages. Assessment

opportunities are built into the planning process and a range of other methods are used.

These include

- Children's work marked in accordance with the marking policy.
- Development Matters and profiles are ongoing, and have to be completed by the end of the Reception year.
- Termly assessments using Classroom Monitor.
- Scrutiny of children's work termly
- Listening to what children say and questioning them
- Teacher tests as appropriate
- Observations of individuals, groups, looking for particular skills or concept
- Self assessment
- Homework when appropriate including Mathematics
- Classroom Monitor
- End of Key Stage assessments (FS and KS1)

Recording is kept in the form of children's work, photos, Class teacher's own records.

Reporting

- Foundation Stage Profiles, Year 1 Tests, Year 2 SATs.
- Termly parent meeting and End of Year Objectives.
- End of year written report and parental feedback
- Open door for parents

Special Needs

Work will be differentiated accordingly with support from SENCO and other relevant professionals.

Parents and Homework

Foundation Stage and KS1 maths games. Year 1 and 2 Mathematics on line. See homework policy for details.

Learning Resources

Each class is equipped with a wide range of mathematical resources and apparatus relevant to the year group. Each class has 2 or 3 computers and use of a further 16 netbooks, which have software such as Maths Whizz, Numbertime, RM Maths and Abacus online material.

All classes have Smart boards for whole class teaching.

Gifted and Talented

See the Gifted and Talented policies.

The role of the math's Coordinator

The main aspects of the role are:-

- Implementation of the schools Maths Policy.
- Providing leadership and direction in Numeracy.
- Working closely with staff, offering guidance, support and arranging in service as appropriate.
- Monitoring Numeracy throughout the school and evaluate pupils work.
- Review and purchase of resources.
- Coordinating the review and updating of policy when required (usually every 3 years).

Evaluation

The Mathematics policy will be reflected in our practice. This will be monitored and evaluated, in the form of lesson observations, discussions and a regular scrutiny of pupils work.