

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



MATHEMATICS POLICY

Member of staff responsible	Elaine Parmiter
Governor responsible	
Sub-Committee responsible	Performance & Standards
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
Date approved at Governing Body	20.1.16
Frequency of policy review	3 yearly
Date next review due	Jan 19
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New policy

Purpose of study:

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims:

At Kemble and Siddington C of Primary School we aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated

problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Planning:

All teachers will base their planning on the national curriculum programmes of study. They will adapt this according to the needs of the children.

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Within each key stage, we have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, we can introduce key stage content during an earlier key stage, if appropriate.

Medium term plans are produced termly by individual class teachers. These plans define the learning objectives for each unit.

Short Term plans are produced weekly and link the learning objectives with outcomes as well as differentiated activities promoting progression.

Additional adults are used to support the teaching of maths. They work under the guidance of the teacher with small groups of children or individuals.

Links to other subjects:

Maths lessons may offer many curriculum links and these can be identified within each class teacher's medium and short term plan.

Assessment for Learning:

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

- Assessment data is collected 6 times a year to monitor attainment and progress in the two schools.
- Formal assessments are carried out 3 times a year in both schools from years 1 to 6. Assessment in maths is ongoing throughout the reception year.
- Tracking spreadsheets linked to APP are available for teachers to build an on-going record.

Subject Leadership:

The coordination and planning of the maths curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in maths and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in maths and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe maths lessons across the school.

Resources:

There are sufficient resources for all maths teaching units in the school. We keep some resources in a central store, and other resources, more closely linked to specific year groups, in class rooms.