

# *Central Primary School*



## *Mathematics Policy*

## **Our motto: Children are Central.**

Mathematics is a core part of our curriculum and is taught in dedicated mathematics lessons and throughout the entire curriculum. As a school, we believe that it is important to provide all pupils with sound basis number to underpin their mathematics work.

### **Aims and objectives**

The aims and objectives of the Mathematics Curriculum are:

- to promote enjoyment of learning of mathematics through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to understand the importance of mathematics in everyday life.

### **Teaching and learning style**

Our mathematics teaching focuses on enabling children to acquire numeracy skills and knowledge of the mathematical skills. In order to do this, we have clear learning intentions for each lesson and regularly mark and feedback on pupils' work in accordance to the marking policy.

We carry out curriculum planning for Mathematics, by using our long-term plans to create medium-term plans which provide the coverage of each half term and short-term weekly plans which identify the objectives for each lesson. Our weekly plans also give details on the content and development of pupils throughout the lesson. All our plans are stored electronically and are monitored by the Mathematics Co-ordinator in line with the school's monitoring cycle. Our long-term plans are available to parents/ carers via the school's website and details of the short-term planning content is available in the half-termly curriculum overview.

Each mathematics lesson will be part of a Mathematical Topic Area, such as Shape or Measures etc. Teachers use different strategies in each lesson to support learning development, these might include the use of number lines, 2 dimensional (2d) shapes etc.

### **Assessment**

The Mathematics Curriculum is assessed using *Hertsforlearning Assessment Guidance* which details in line with the National Curriculum (2014) key skills children need to attain at each stage of their education. This information is shared with pupils through regular feedback. This system ensures progression in the Mathematics Curriculum throughout a child's education at Central Primary.

Each term teachers met with the senior team for Pupil Progress Meetings (PPMs) to discuss each individual child's progress in Mathematics.

### **Inclusion**

We recognise that in all classes children have a wide range of ability in Mathematics, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Changing the learning methods (spoken, practical) to suit the learning needs of different children;
- Grouping children by ability in the room, and setting different tasks or support for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using adults to support children individually or in groups.

### **Early Years Foundation Stage**

Mathematics is taught across the foundation stage. The focus at this stage is to develop early Mathematics, including the development of number, shape and reasoning. Each classroom has mathematical opportunities throughout the environment, as well as clearly displayed numbers, shapes, colours and a range of concrete resources available at all times.

### **Resources**

There are a range of resources to support the teaching of Mathematics across the school. All classrooms have number lines on display, mathematical dictionaries and a range practical apparatus. Children have access to the internet through their classroom computers and laptops. Audio-visual aids are available from the resource cupboards in the Woodland Room and throughout the school in all the classrooms.

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Mathematics Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the adaption of learning to meet the equality objectives above.

### **Review**

This policy will be reviewed at least every two years.