

Brownsover Community School



Maths Policy

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Acknowledgement(s)	Staff
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1.3		

Approvals

Role	Name	Signature / Approval	Date
Headteacher	E.Basnett	yes	Feb 21
Governors - Full Governing Body			
Governors - Performance & Standards Committee			
Governors - Chair of Governors			
Governor			

Reviewers

Role	Name
Headteacher	Elisa Basnett
SLT	
Governors	

Distribution for Information

Role	Name

Introduction

This document is a statement of the principles, and aims for Maths. It was developed by the Maths Co-ordinator in consultation with staff.

Mathematics at Brownsover Community School is carried out within the new framework of aims and values of this school. The school is using the current (2014) maths curriculum, and also draws upon the Abacus Evolve, Hamilton trust and Primary stars but may use other schemes and the Warwickshire Guidelines as resources. In the foundation stage the teaching staff use the development matters document to plan age appropriate maths lessons.

Aims

- Be aware of mathematics all around us
- To encourage a positive, confident interest and attitude to mathematics
- To provide a wide range of appropriate mathematical experiences for all children to ensure success, irrespective of age or ability
- To develop children's mathematical skills and ability to apply them to practical situations
- To use resources and approaches to enable pupils to understand and master the mathematics they are learning.
- To use and come to appreciate the power of pattern and relationships to further their progress in Maths.
- To handle numbers with confidence using mental and written methods.
- To know by heart, number facts and use these to figure out answers mentally.
- To develop the ability to explain and present work using appropriate language and reasoning skill
- To develop pupils fluency, reasoning and problem solving skills.
- To develop depth of understanding and readiness for the next stage

Roles and Responsibilities of the Subject Manager

The role of the subject manager is outlined in the job description.

Maths is monitored as part of the monitoring program. It is monitored by the subject leader, SLT and Governor responsible for Maths. This monitoring takes the form of planning scrutiny, lesson observations & book/work trawls.

Organisation and planning of Mathematics

For planning purposes the Maths curriculum has been divided into distinct strands:

Using and applying mathematics

Counting and understanding number

Knowing and using number facts

Understanding shape

Measuring

Handling data

In the Foundation stage maths is planned for and assessed using the development matters statements. Reception children have 4 group inputs of 30-minutes which include 10 minutes oral and mental work which is then followed up in focused groups. At the end of reception children are assessed against the early learning goals.

In KS1 the children have a daily 45-minute maths lesson (or the equivalent over a period of a week).

A typical 45-minute lesson is structured like this:

- Oral work and mental calculation (about 5-10 minutes)
- Main teaching activity - work with the whole class, groups, pairs or targeted individuals (about 30 minutes)
- Plenary session to round off the lesson - work with the whole class (about 5-10 minutes) this may also be carried out through mini plenary during the lesson.

There is a focus on direct teaching involving demonstration, explanation, questioning, evaluation and discussion with pupils about their responses and direction given for future learning. Mathematics is used and applied through other subject areas so that computational skills can be developed through work on money and measurement in other contexts. Children also have the opportunity to explore and consolidate their understanding through extended maths sessions inside and out.

Inclusion

Early identification of SEND is important. Teachers need to ensure that learning objectives and activities are appropriate to needs. Any support staff working alongside groups or individuals are kept informed about a child's needs and about approaches being used, in line with the SEND Policy. Children with individual provision maps will work towards the targets set & this will be reflected in the class teacher's planning. Support is also given to any gifted & talented children & objectives are set in order to challenge & extend these children.

In KS1 all children have learning intentions which are differentiated by challenge to encourage deeper learning and use the 'I can' skills based statements. Children are given individual or group targets to work on to personalise their learning.

Equal Opportunities

All children have access to the maths curriculum in order to develop their highest possible achievements with consideration given to sex, race, social class or disability (as outlined in the Single Equality Statement).

Assessment, Recording and Reporting of Pupils Progress

Assessment is fully integrated into the planning and teaching of our maths. It is directly related to our learning intentions and is part of the medium and short term planning. Systematic assessment is carried out in line with the school assessment policy to monitor pupils' strengths and abilities, set targets and plan future work. Results of KS1 half termly assessments are kept in class teacher's assessment files. Individual targets are set by the class teacher & are shared with parents & pupils.

Classroom/school management of resources

The subject manager as an on-going process reviews the purchasing, deployment and use of resources. Staff request additional resources when needed.

All classrooms are well equipped with mathematical apparatus and aids. The key resources for each classroom are a whiteboard, a large sized number line and a 100 square. Essential resources for individual children are smaller number lines, countable objects, dominoes, coins and sets of number cards to hold up. Our aim is to encourage children to become confident in maths and be able to use concrete objects as well as number lines and number squares to find answers to problems. We encourage children to self-resource to become independent learners.

There are also some centrally stored resources which can be found in the resource cupboard. The school community environment also provides ample opportunity for any number of mathematical activities through first hand experiences.

ICT is used as a tool for teaching and learning. We have a range of software to support the maths curriculum. It provides the children with opportunities to develop and practice their understanding of mathematical concepts.

Parental/community links

Parental support in Maths is encouraged under the supervision of the class teacher through Home/School tasks, Parent consultation meetings and workshops with the support of the subject manager. Targets for individual pupils are set by the class teacher & shared & agreed with parents at parent consultation evenings. A maths calculation policy is available for parents on our school website.

Remote Learning- see policy C24

If an individual child is isolating, the slides and resources the teacher has prepared for lessons taught in school will be uploaded to Google Classroom for the individual to access. The teacher will not be required to record a video of the lesson for individuals.

Providing feedback on work:

Children will submit their work through Google classroom. This can either be using a Google Docs application or an alternative file that has been uploaded.

Staff will respond to all work on the same day if submitted before 1:45pm.