

***Sherwood Primary School***

**Policy for  
Mathematics**

***JULY 2015***

# Sherwood Primary School

## Policy for Mathematics

**Subject leader: Stephen Hudson**

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# **POLICY FOR MATHEMATICS**

## **1. INTRODUCTION**

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

The National Curriculum order for mathematics describes what must be taught in each key stage. Sherwood Primary School follows the National Curriculum 2014, which provides detailed guidance for the implementation of Mathematics. This ensures continuity and progression in the teaching of mathematics.

This policy follows a whole school format and rationale.

## **2. RATIONALE**

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for mathematics. It reflects the essential part that mathematics plays in the education of our pupils. It is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum requirements.

## **3. SCOPE**

This statement of policy relates to all pupils, staff, parents and governors of Sherwood Primary School. The age range of pupils from 4-11 must be acknowledged in the creation of policy and the development of the mathematics curriculum.

## **4. PRINCIPLES**

The principles of Sherwood Primary School for Mathematics are:

- policy and provision are evaluated and reviewed regularly.
- resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the SDP.
- the governing body of Sherwood Primary School discharge their statutory responsibility with regard to Mathematics
- cross curricular links will be highlighted where appropriate
- planning of Mathematics ensures continuity and progression across all year groups and key stages

## **5. AIMS**

### **5.1 General**

Although relating specifically to mathematics our aims for the subject are also in line with the school's general aims.

We aim to provide the pupils with a Mathematics curriculum, which will produce individuals who are numerate, literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential. See National Curriculum 2014 for specific objectives.

## **6. PROVISION**

Pupils are provided with a variety of opportunities to develop and extend their Mathematical skills in and across each phase of education.

The teaching of mathematics at Sherwood Primary School provides opportunities for:

- group work
- paired work
- whole class teaching
- individual work

Pupils engage in:

- the development of mental strategies
- written methods
- practical work
- investigational work
- problem solving
- mathematical discussion
- consolidation of basic skills and number facts

At Sherwood Primary School we recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced. We use the Mathematical Vocabulary Book when planning to help determine the appropriate terminology to use in our teaching and children are expected to use it in their verbal and written explanations.

Mathematics contributes to many subjects and it is important the children are given opportunities to apply and use Mathematics in real contexts.

We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

### **6.1 Early Years**

See Curriculum Guidance for the Foundation Stage

## **6.2 Key Stage 1**

See National Curriculum 2014

## **6.3 Key Stage 2**

See National Curriculum 2014

## **7. ASSESSMENT**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, half term assessments, use of assessment lessons and cards etc. Teachers will use these assessments to plan further work, and to inform pupils of their targets/next steps in learning.

Children in Years 2 and 6 undertake SATs, with optional SATs for Years 3, 4 and 5.

## **8. ROLE OF SUBJECT LEADER**

The Mathematics Subject Leader is responsible for co-ordinating mathematics through the school. This includes:

- ensuring continuity and progression from year group to year group
- providing all members of staff with guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of mathematics is to be taught
- advising on training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of mathematics throughout the school
- assisting with requisition and maintenance of resources required for the teaching of mathematics. Again this will be within the confines of the school budget
- ensuring that high standards are attained within the subject

## **9. ROLE OF CLASS TEACHER**

- to ensure progression in the acquisition of mathematical skills with due regard to the National Curriculum for Mathematics 2014
- to develop and update skills, knowledge and understanding of Mathematics
- to identify inset needs in Mathematics and take advantage of training opportunities
- to keep appropriate on-going records
- to plan effectively for Mathematics (with year group partners), liaising with Subject Leader when necessary. See National Curriculum 2014 for details of planning procedures
- to inform parents of pupils' progress, achievements and attainment

## **10. PERFORMANCE INDICATORS**

Performance Indicators, which are the criteria for success of the school's Mathematics policy at Sherwood Primary School are:

- At KS2 (target for year)
- At KS1 (target for year)
- children enjoy mathematics
- children talk confidently about what they are doing in mathematics
- children know what they need to do to improve their work

## **11. EQUAL OPPORTUNITIES**

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of mathematics.

All children have equal access to the curriculum regardless of their gender, ability (including gifted children) or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## **12. PARENTAL INVOLVEMENT**

At Sherwood school we encourage parents to be involved by:

- inviting them into school twice yearly (Autumn and Spring) to discuss the progress of their child
- encouraging parents to discuss their child's progress at any mutually convenient time by arrangement with the teacher involved
- circulating information via termly newsletters when significant changes have been/are made to the mathematics curriculum
- inviting parents of Year 6 pupils to a meeting in the Spring term on supporting their children with SATs
- inviting parents of Year 2 pupils to a meeting in the Spring term on supporting their children with SATs
- encouraging parents to help in classrooms

## **13. GOVERNING BODY**

At Sherwood School we have an identified governor for Maths who is invited to attend relevant school INSET and talk to the subject leader when possible.

Approval date: July 2015

Review date: July 2019

Signed (Headteacher):

Signed (On behalf of the Governing Body):