

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL RUSKINGTON

NUMERACY POLICY

Winchelsea Primary School Mathematics Policy

Aims and Objectives

Mathematics is an essential element of communication that teaches children how to make sense of the world around them by developing their ability to calculate, to reason and to solve problems. We aim to equip children with a sound mathematical foundation upon which they may continue to build throughout their lives.

At Winchelsea Primary School we aim to:

- Promote enjoyment and enthusiasm for learning through practical activities, exploration and discussion.
- Develop confidence and competence in mathematical knowledge, concepts and skills.
- Have high expectations and set high standards.
- Encourage children to understand the importance of mathematics in everyday life.
- Help all children to develop a positive attitude towards mathematics.

Teaching and Learning style

The school uses a variety of teaching and learning styles. Approaches need to be related to the topic itself and to the abilities and experience of the pupils. Lessons are divided between whole-class and group-direct teaching, during which the children are encouraged to ask as well as answer mathematical questions. Lessons can also incorporate an element of independent learning. All pupils will be offered a curriculum appropriate to their needs, and suitable learning opportunities for all children are matched to the challenge of the task. All lessons are differentiated and where available Teaching Assistants are used to support the relevant children. Children who are on the Special needs register with a school based or class based plan are given appropriate work aimed at their level. Teaching assistants also facilitate intervention programmes which are identified and implemented as beneficial for either groups or individuals. We aim to identify and support all children following the guidance as laid out in our Special Educational Needs Policy. Our SENCO is Ms Alison Stewart.

Mathematics curriculum planning

- Long Term Planning used in the school is taken from the National Curriculum in England: Mathematics Programmes of Study.
- Medium Term Plans have been produced in line with programmes of study and guidance from the government.
- Short term Planning takes the form of weekly differentiated plans. These give specific learning objectives for each lesson and details of how the lessons are to be taught. Weekly plans also show appropriate support for any children with special needs and any focus groups. Annotated plans including revisions are handed in to the Headteacher at the end of each week.

Through our immersive approach to learning where cross-curricular links are found, mathematics will be embedded in purposeful activities, with the children experiencing real purposes for using and exploring maths.

The contribution of mathematics to teaching in other curriculum areas such as English - Mathematics contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. Younger children enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

During science lessons, children are able to use and apply their data handling skills when creating tables and graphs of scientific measurements. Whole class discussion of data also highlights the importance of clear recording of information. Children are also able to use a wide range of measuring devices in a real-life context. Children are required to read the scales on Newton meters, measuring cylinders, weighing scales and a variety of other instruments.

Children use and apply mathematics in a variety of ways when solving problems using ICT. Younger children use ICT to communicate results with appropriate mathematical symbols. Older children use it to produce graphs and tables when explaining their results or when creating repeating patterns, such as tessellations. When working on control,

children use standard and non-standard measures for distance and angle. They use simulations to identify patterns and relationships.

Humanities and Arts links are made wherever possible e.g. timelines and geographic data.

The Foundation Stage

We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, pattern, shape and space through varied activities that allow them to enjoy, explore, practice and talk confidently about mathematics

Assessment and Recording

- Short-term assessment is mostly informal during class or group work and will be used to adjust our daily plans closely matched to the teaching objectives. Amended weekly planning evidences the use of daily assessments through marking and within the immediate lesson context. Children are assessed in ability groups and sheets annotated and dated accordingly.
- Medium-term assessment is used to assess against school and national targets. NFER testing is used termly to back up Teacher Assessment. We also use the national tests for children in Year 2 and Year 6. The Headteacher collects and reviews all assessment data termly to produce year group progress reports which are discussed with staff to enable clear action plans to be put into place.

Resources

Each class is self-sufficient with mathematical equipment, resources and supporting materials to aid planning. There is a range of resources to support the teaching of mathematics across the school. All classrooms have a wide range of small apparatus to support pupils and staff in the teaching and learning of mathematics, these include number lines, hundred squares, rulers and practical apparatus such as Numicon and base 10. Each class has a display area dedicated to Mathematics. The positive and professional working relationships between staff also means that staff are very happy to share resources when required.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in mathematics is the responsibility of the Maths subject leaders and the senior management team. The senior leadership team and the maths coordinator regularly carry out planning reviews, marking and assessment moderation, lesson observations planning of children's work and discussions with children. The work of the subject leader also involves supporting colleagues in the teaching and planning of mathematics. The governing body oversee the school's work in this subject through the monitoring done by teaching and learning and assessment committees. We will monitor and review our policy annually.

Equality statement

"The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping."

Policy Review date: xxxxxxxxx

Prepared by James Keetch December 2016