

**BURTON BRADSTOCK SCHOOL**  
**Mathematics Policy**

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

**Introduction**

*“Mathematics is a creative and highly inter-connected 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 science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality maths 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.”*

National Curriculum 2014

**Aims**

We aim to:

- implement the current legal requirements of Foundation Stage and the National Curriculum;
- ensure that each child will leave our school numerate and able to use and apply mathematics with confidence;
- develop mathematical skills and understanding;
- enable pupils to have opportunities for mathematical thinking, reasoning and discussion;
- help pupils to understand that mathematics is a way of communicating;
- give pupils opportunities to use maths in everyday situations and for them to be aware of the uses of mathematics beyond the classroom;
- encourage pupils to take responsibility for own learning;
- instil an enjoyment of mathematics;
- encourage pupils to have a positive attitude towards mathematics;
- enable pupils to have self-confidence and a belief in their ability to deal with mathematics.

## **Planning**

We operate a planning procedure agreed by the whole teaching staff, based upon the Foundation Stage Profile and the National Curriculum. We develop long-term plans which outline the objectives for each year group and medium and short-term plans which give details of objectives, appropriate activities, resources and outcomes.

In the Foundation Stage the curriculum covers Number and Shape, Space and Measure.

The structure for each year group in Key Stage 1 and 2 will include:

- Number - number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number - fractions
- Measurement
- Geometry - properties of shapes
- Geometry - position and direction
- Statistics
- Ratio and proportion (Year 6)
- Algebra (Year 6)

## **Teaching**

A range of styles of teaching are necessary for the teaching of mathematics. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils.

Our teaching at all levels shall include opportunities for:

- teacher exposition;
- discussion (pupil/pupil and pupil/teacher) and appropriate practical work;
- consolidation and practice of fundamental skills and knowledge;
- problem solving and reasoning;
- the committing to memory and recall of a range of mathematical facts;
- investigations and challenges;
- pupils to develop and extend their techniques and strategies;
- class work, group work, individual work.

## **Homework**

Activities will consolidate classroom learning (see Homework Policy).

## **Equal Opportunities**

The teaching of mathematics will be in accordance with the present Equality policy. We aim to provide equal access to mathematics for all children within the daily maths lesson. Teachers will involve all children through differentiation. Children with S.E.N.D or those needing extra help may be supported through small group work and the use of Teaching Assistants. They may be included in 'keep up' intervention and intervention programmes such as Maths Counts, Number Counts and Success @ Arithmetic. Able children will be stretched through differentiated work and extension activities and extra challenges.

## **I.C.T.**

I.C.T. will be used in various ways to support teaching and motivate children's learning. Opportunities for using I.C.T. will be built into the planning, delivery and assessment of mathematics.

## **Assessment**

Children's work will be continually assessed in accordance with the National Curriculum and Foundation Stage Profile by the class teacher. Pupils' progress is assessed termly using School Pupil Tracker Online. This reinforces age related expectations. Moderation takes place to ensure the judgements are accurate. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Long-term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. These will be made through Teacher Assessments in Yr. 2 and compulsory National Curriculum mathematics tests for pupils in Yr.6. In addition to this, Key Stage 2 children will take Puma tests in the Autumn, Spring and Summer Terms. The class teacher passes on the relevant information to other teachers and summative records and formative records are regularly updated. Key Stage 1 Teacher Assessments and Key Stage 2 SATS results are reported to Parents, LA and DFE as required by law. Children's progress is discussed with parents/carers at termly Consultation meetings and written annual reports are forwarded to parents in the summer term.

## **The Role of the Mathematics Co-ordinator**

- To monitor planning and teaching to ensure progression and continuity of mathematics throughout the school.
- To purchase, organise and maintain teaching resources.
- To assist with diagnosis and remediation of learning difficulties.
- To encourage and assist in-service training.
- To be aware of national development in mathematics through reading relevant materials and keep up-to-date by attending courses and feedback sessions organised by LA, MAT, Cluster groups or other colleagues.

- To provide guidance and support in implementing NC and schemes of work.
- To offer specialist advice and knowledge for special needs and able pupils.
- To advise the Headteacher of action required to develop the subject.
- To encourage ways of involving parents in their children's learning.
- To analyse SATS results and produce action plans.
- To monitor standards in mathematics across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis.

The over-riding task must be to provide support for all who teach mathematics and so improve the quality and continuity of mathematics teaching and learning throughout the school.

\* This policy should be read in conjunction with the school's Curriculum Policy and Assessment Policy.