

# **BROOMWOOD PRIMARY SCHOOL**

## **MATHS POLICY**

### **AIMS**

- To enable all children to achieve their full potential in Numeracy.
- To offer a wide range of approaches to Numeracy in order to cater for the individual needs of our pupils.
- To provide opportunities to apply their mathematical learning to a range of real-life contexts in maths and other subject areas.
- To equip children with investigative skills that allow them to explore the mathematical world and instil a sense of awe and wonder at the patterns and solutions they discover.
- To develop children's confidence and competence with numbers, measures and handling data.
- To encourage the skills required to communicate ideas about mathematics.

### **THE NUMERACY HOUR**

Foundation Stage focus on Problem Solving, Reasoning and Numeracy. In Nursery they follow Developmental Stages. Reception work on Foundation Stage Profile Scales. They work towards the Early Learning Goals. KS1 and KS2 use the Programmes of Study from the National Curriculum and have implemented the Renewed Numeracy Strategy, meeting its requirements through a daily Numeracy Hour. Numeracy is planned for in the long, medium and short term.

Each daily mathematics lesson includes:

- A mental and oral starter (about 5 – 10 minutes).

Whole class work to rehearse, sharpen and develop mental and oral skills.

- The main teaching activity (30 to 40 minutes)

Direct teaching input through demonstration, modelling and discussion. Teachers use a variety of visual, aural and kinaesthetic resources and use correct mathematical vocabulary during this part of the lesson. Children are actively involved through questioning and activities related to the learning objectives.

- A plenary (10 to 15 minutes)

Whole class work to summarise key facts and ideas, sort out misconceptions and identify progress.

The daily Numeracy lesson includes group activities, which are differentiated to accommodate the range of abilities and preferred approaches within a class.

Numeracy teaching is supported by the use of the weekly planning grid that identifies objectives and differentiated activities for each day. Assessments of each day's activities are completed on the grid, allowing staff to adapt planned activities as necessary. A range of Numeracy Schemes are available for Years 1 – 6, and staff use the most relevant teaching method and resources for each mathematical concept.

## **ASSESSMENT AND RECORDING**

Assessment of mathematics follows the school assessment policy. Tracker sheets identifying individual pupil levels in each of the NC Mathematics strands are completed on a termly basis. This analysis informs the Numeracy Co-ordinator of whole school areas of development.

Class targets are set for each year group by the maths co-ordinator with a whole school focus. These are for the year and are highlighted in the medium term and weekly planning. The children are given individual targets based on their individual area of need or from the class target. These are reviewed when achieved.

Optional QCA assessment materials are used to assess pupil levels in May each year. The results of these are reported to parents and a detailed analysis is passed on to the next teacher to aid with planning and differentiation.

Children are now assessed individually in the 4 main areas of maths and these are updated termly.

## **MONITORING**

The provision of mathematics throughout the school is monitored by the maths co-ordinator through scrutiny of planning, lesson observations and the collation of analyses of the May test results. Feedback is given to staff, and suggestions are given to cater for children's needs and extend learning.

A maths action plan is produced yearly and reviewed on a regular basis.

## **RESOURCES**

Resources for maths are stored in individual classrooms. The range of resources aims to provide children with as much opportunity as possible to develop and improve their mathematical skills and learning. These resources are clearly labelled and easily accessible to children. Each class has an Interactive White Board and software to enhance teaching and learning.

## **CROSS-CURRICULAR LINKS**

Opportunities to practice and develop maths through other curriculum areas include the use of maths in:

- ICT – spreadsheet formulae, graph work
- History – chronology and timelines
- Science – interpretation and recording of experimental results
- Geography – map co-ordinates and scales
- DT – estimation and accurate measuring

## **EQUAL OPPORTUNITIES**

All children should be presented with the opportunity to experience success and enjoyment in Maths, regardless of race, ethnicity, gender, ability and disability.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

Written Autumn 2002  
M D Unsworth

Reviewed September 2008  
Reviewed September 2009  
N Gagon

Approved by Governing Body \_\_\_\_\_

Date \_\_\_\_\_