



School Policy

Primary School Mathematics Policy

Purpose

The purpose of this policy is to provide a clear guide for staff in regard to expectations for the development of mathematical skills in order to ensure that all students are extended and making good progress. This policy covers all students within the class, from SEND students with special learning needs to students considered to be more able, higher achievers.

Overview

As we prepare our students for being part of a wider, adult world they require a competency with number, a familiarity and ease with using numbers and calculations in everyday life and the ability to solve mathematical problems that arise in both work and leisure activities. We believe that Maths should be an enjoyable experience which develops a positive attitude towards mathematics and mathematical concepts.

Aims

At IBSB we aim to develop an interest and excitement in mathematics in all our students, in order to support the Every Child Matters objective of Enjoy and Achieve and provide a basis for the Economic Wellbeing strand.

Learning will be activity based, where appropriate (so that students have a concrete basis to their understanding) and will follow a logical progression in the development of skills. We will ensure all children have equal access to the Maths curriculum so that they develop, at the very least, the key skills of numeracy at the appropriate level for their age.

Guidelines

Planning

In planning the curriculum we will follow the specific stages of progression as outlined in the 2014 Primary Curriculum for Mathematics.

We will use the Ginn New Abacus Scheme as the basis for our work with Key Stages 1 and 2, supported by other material as appropriate. Teachers will plan their work on yearly, termly and weekly bases as laid out in the CIPP and Primary Strategy and lessons will, largely, follow the pattern defined by these strategies. Planning will also ensure that all areas of the curriculum are covered and acquisition of the objectives and concepts covered will be tracked and recorded for each pupil in school.

Students will learn through doing and, as far as possible, there will be practical tasks and practical uses of mathematics as the vehicle for learning new skills. Skills and processes are more important than pages of sums and it is the teacher's task to evaluate and assess children in a variety of ways to ensure they are making progress in their knowledge and understanding and their ability to apply mathematical concepts.

Students will be encouraged to develop their thinking and reasoning skills in a variety of ways. In particular, they will be encouraged to think for themselves as to the most efficient ways of solving



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problems, the appropriate methods of record keeping and the reasonableness of answers and solutions.

Assessment

Regular assessment and record keeping will be undertaken, for example end of unit tests, tables tests, mental maths tests. Pupils' progress towards the acquisition of the objectives and key skills for their year group will be assessed and tracked at least each month. These will form part of the students' record of achievement. This will take the form of a report and in some cases a sample of the students' work and will be passed on to any school to which the student moves. Children in Year 6 are formally assessed using the Cambridge Progression Tests at the end of the year.

ICT

Children will develop their ICT skills through the Maths curriculum in all areas of the programme of study.

Resources

Maths equipment will be stored centrally in the Maths cupboard (items used occasionally by the whole school) and in the classroom (items used every day). Children will be encouraged to act responsibly in the use and care of equipment, wherever it is stored, and will be trained to look after it appropriately.

Equipment will be audited annually by the Maths co-ordinator and needs for the forthcoming year incorporated into the whole school order. It is particularly important that, as the school grows, the learning needs of all students are addressed and the school is adequately resourced to meet the needs of all.

All pupils can benefit from the Mathematics curriculum. We aim to encourage all children to reach their full potential through the provision of appropriate opportunities. Tasks and learning opportunities are therefore provided for all children that are at the appropriate level - to consolidate understanding and to lead to greater levels of competence.

Related policies

Calculation Policy
Curriculum Policy
Computing Policy
SEND Policy
More Able and Talented Policy

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