

"We are all stars, Ashleigh makes us shine"

Mathematics Policy

Persons Responsible - Maths Curriculum Team

Date of Policy: January 2016 Next Review Due: January 2019

Adopted by Full Governing Body

Signed

Date

Chair of Governors

Review completed

Review completed

Review completed

Ashleigh Infant School and Nursery
Mathematics Policy

Mathematics is a tool we use everyday in our lives, at Ashleigh we try to equip our children with the confidence and understanding to use their skills in a variety of situations as they continue to grow.

We aim for our children to:

- *have a positive attitude towards mathematics;
- *gain an active enjoyment and enthusiasm for learning through practical activities, exploration and discussion;
- *have access to a broad, stimulating and creative curriculum covering number, shape and space, calculation, measures, data handling and problem solving;
- *develop the ability to use mathematics in a variety of practical situations including problem solving;
- *be able to think, explain and record their findings in all areas of mathematics.
- *see positive role models with regard to adult's attitudes and enthusiasm towards Mathematics.
- *understand and see that maths is everywhere!

Planning and teaching of Mathematics

Mathematics is a core area of the National Curriculum (2014). We use this document to form the basis of our medium term planning across KS1 and KS2. Reception and Nursery are following the EYFS framework.

All year groups across the school complete medium term and weekly plans. The weekly plan outlines the mathematic objectives, activities, differentiation in each lesson.

As a creative school we ensure that wherever possible maths is taught in a variety of ways and lessons will therefore often take different formats.

Sometimes in KS1 and KS2 this will mean a differentiated three part plan-the oral mental starter, whole class teaching and the plenary. Teachers ensure that mini-plenaries and a mixture of activities are used throughout and where appropriate. Talking Partners are regularly used so that the children can consolidate their learning.

Objectives and expectations are clear and shared with the children. The children will have a clear understanding of where they are going with their learning and what they are aiming to achieve. A variety of practical activities and resources will be used where possible. A mixture of individual, paired and group work will be carried out across topic areas.

The interactive whiteboards and iPads create a further dimension to the teaching of mathematics and should be used wherever appropriate by both the teacher and the children.

Ashleigh Infant School and Nursery
Mathematics Policy

In EYFS the children cover a variety of mathematic activities. Year groups work closely together to ensure a smooth transition between the year groups and the Numeracy lessons the children experience.

Nursery and Reception follow the Develop Matters document leading into the Early Learning Goals at the end of EYFS. In these year groups the children are given a daily Numeracy input to teach numeracy skills. There are then focus activities with an adult and activities which are always available and embedded into the creative curriculum. This again leads to the children gaining a rich experience and understanding (the beginning of year 1 will also look like this).

Assessment, Recording and Monitoring

Children's progress is monitored daily and indeed throughout each lesson. Teachers may feel the need to adapt and change lessons depending on the children's understanding. This may lead to changing of activities in later lessons or maybe giving the children additional input outside the Numeracy lesson.

Across the school children's results are collated in Pupil Asset so that their progress can be examined termly. Questions are then raised and solutions suggested ensuring that there is a good level of progress being made. KPI's are used to help track this progress across the curriculum in KS1 and KS2.

Reception and Nursery collect evidence throughout the year so that they are able to show the children's attainment linked to Development Matters and the Early Years Foundation Stage Goals. Where possible marking is done with the children and will follow our marking policy.

Each year formal assessments are carried out; the Bury test is used in Reception, KS1 and KS2 use PUMA assessments throughout the year. There will also be an additional statutory formal assessment at the end of KS1.

Through regular assessment individuals are identified who need extra support or who are more able at maths. These children are then planned for, sometimes this will include intervention.

Resources

Resources can be found in the classroom and are readily available to the children (staff agreed resources that should be in every classroom). They are encouraged to think about what they might need to complete a task and to get extra resources if they think they would help them. Children are obviously taught to use the wide variety of resources we have.

There is also a Numeracy cupboard which has clearly marked and sorted larger resources.

We also have interactive whiteboards which are regularly used in Numeracy. We use the internet to access resources and games for the children to use as a class or in groups. Classrooms throughout the school have at least two computers in them so maths games on the school's network can also be accessed.

Equal Opportunities

We feel it is important that everyone is able to receive a well balanced and varied curriculum therefore all children at Ashleigh have access to a mathematics curriculum. We aim to deliver differentiated activities so everyone can enter, learn and progress from their ability level, including both those with 'special educational needs' to those who are 'gifted and talented'.

The Role of the Numeracy Curriculum Team

- *To purchase, organise and maintain teaching resources
- *To encourage the further training of all staff including both teachers and teaching assistants.
- *To keep 'up to date' by also attending relevant training, cluster groups and gaining information
- *To provide guidance and support towards the implementation of the mathematics curriculum to all pupils.
- *To gather and monitor planning
- *To compile examples of children's activities though photographic evidence
- *To develop and keep an Action Plan which will inform the head teacher and the budget of aims and spending for the coming year.
- *To monitor and analyse formal assessment results.
- *To develop and strengthen home, school links.

Adopted by Governing Body