

Grange Primary School

Policy for Mathematics

Rationale

At Grange Primary School we believe that Maths, along with English, form the basis for life-long learning. The skills learnt play a vital part in empowering the learner and are essential for independent learning, the world of work and most other aspects of everyday life.

Aims

It is our aim that all pupils achieve their potential in maths and make good progress. Achievement is defined by what the children achieve by the end of their time at Grange and progress as how far they have come from their starting point.

Skills

The following skills are embedded in the curriculum and children will be taught to use and apply these skills in all areas of learning.

Communication

- Using appropriate vocabulary
- Speaking, listening and responding in different contexts
- Taking different roles within groups
- The use of ICT to support and enhance learning

Recording

- Using numbers, words and symbols
- Organising and presenting ideas logically
- Using ICT skills confidently

Skills specific to maths

- Mental, spatial, analytical, logical, estimating and investigative skills required for solving problems.
- Identifying patterns, similarities, differences and changes
- Construction, fitting together, measuring, weighing, selecting and handling apparatus and equipment appropriately.

Organisation

Maths in Key Stages One and Two is taught daily (in line with 'The Grange Way...' document).

In Early Years classes, opportunities for the teaching and learning of maths are planned throughout the day, using the framework of the early learning goals.

Children in both Key Stages are taught in sets. In each class there is opportunity for flexible groupings or paired work, using differentiated tasks to allow for the range of abilities. Children will be given opportunities to experience modelling of concepts by an adult, using speaking and listening skills, independent learning and activities, practical or written activities and regular review of learning objectives.

Planning

The Hamilton Trust website provides the structure for medium and short term planning in maths. This ensures continuity, progression and coverage of the 2014 National Curriculum learning objectives. Plans are adapted by teachers to personalise them in order to meet the needs of the children within their class.

Plans are monitored regularly by the maths co-ordinator and the SLT where appropriate.

Assessment, recording and reporting

Assessment of children's progress is continuous and integral to planning, teaching and learning. Formative assessments are made regularly in order to inform future planning, with summative assessments carried out every half term, and entered on Target Tracker in line with agreed deadlines. Recognised schemes are used to support teachers with on-going assessments (See appendix a for examples).

Observations inform planning in the Early Years classes (summative assessments are made in the summer term using the foundation stage profile). Statutory assessments at years One, Two and Six are carried out in line with government guidelines. Key Stage One statutory assessment data is used to inform teacher assessments.

Reports to parents are made three times per year, twice through parents consultations and also through an end of year written report.

Equal opportunities

Each child will have equal access to the curriculum. Planning includes differentiated work, so that all pupils will be provided with challenging learning experiences, which enable them to achieve success, gain confidence and acquire competence. Children who have maths identified on their one plan will have additional support, where appropriate.

Teachers use a variety of teaching styles and learning activities to accommodate gender differences and learning styles.

Able, Gifted and Talented

The school has a A,G&T register. Where appropriate, these pupils are specifically planned for within maths lessons and supported with specialist clubs of signposted to clubs & outside agencies.

Parental links

We value every parent or carer's contribution to their child's learning especially with regular maths work. Curriculum plans and medium term outlines are available on the school website. Homework is set regularly for parents to support children in their learning. Opportunities are available throughout the year for parents and carers to attend workshops and work shares and a curriculum evening is held for new EYFS parents.

Monitoring and evaluation

The planning, teaching and learning of maths is monitored by the co-ordinator, senior leadership team and phase leaders. Strategies for monitoring include; the observation of teaching, climate walks, discussions with colleagues, 'blink' monitoring, sampling books and children's work, analysis of teachers' plans and through pupil voice.

Appendix A

Examples of assessment materials

Rising stars,

CGP booklets and assessment packs,

Past SATS papers

APP documents.