Wootton Bassett Infants' School

Maths Policy

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Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of mathematics.

Rationale

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. It forms an essential element of communication and as their knowledge and understanding grows it enables them to analyse and communicate information and ideas.

Aims

- Develop a confident, positive attitude towards the learning and use of mathematics making it an enjoyable experience.
- Promote confidence and competence with numbers and the number system.
- Develop mental strategies and the ability to explain their methods using correct mathematical terms.
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- Develop a practical understanding of the ways in which information is gathered and presented.
- Explore features of shape and space and develop measuring skills in a range of contexts.
- Understand the importance of mathematics in everyday use.

Teaching and Learning

The school teaches mathematics through the Mastery Approach. Each lesson has a high proportion of whole-class teaching, following 5 Big Ideas – Coherence, Representations and Structures, Mathematical Thinking, Fluency and Variation. During these lessons we encourage children to ask as well as answer questions using STEM sentences which are progressive from EYFS to Year 2. Children have the opportunity to use a wide range of manipulatives to support their work.

Wherever possible, we encourage children to use and apply their learning in everyday situations. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games. We use teaching assistants wherever possible to support some children and to ensure that work is matched to the needs of individuals.

Curriculum Organisation

Foundation Stage – Mathematics is taught following the Mastering Number Programme from the NCETM. Shape, Space and Measures are taught through firsthand, practical activities. These are carried out in

both the indoor and outdoor environment, within an integrated, predominantly continuous provision curriculum. The objectives are set out in accordance with Development Matters (2021) in the early years. Mathematical activities take place in a variety of situations, which include small group and individual activities, some whole class teaching, as well as making resources available to encourage independent, child-initiated learning opportunities and problem solving. The group and individual activities are differentiated to take into account the group/child's current stage and learning needs. They will start to record Mathematics more formally in a book in preparation for Year 1 in Term 6.

Key Stage 1 – Mathematics is a core subject in the National Curriculum (2014) and we use this as the basis for implementing the statutory requirements of the programme of study for mathematics.

NCETM guidance and materials has been adopted as an integral structure to enhance the teaching and skills of mathematics. Additional levels of differentiation are planned if necessary. The use and application of mathematics to investigate and solve problems is integrated with work on number, algebra, shape, space and data handling to ensure that we meet all legal requirements and to help children think creatively.

NECTM Mastering Number Programme is followed in additional Maths fluency lessons 4 times a week.

Children will record their work in a range of ways; Mathematics Book, folder of work and by taking photographs.

All classrooms are well resourced with equipment suitable for that year group.

Cross Curricular Links

The teaching of mathematics can be linked across the curriculum with other subjects. It can be used in different situations so that children may see its relevance and application to problems in the outside world.

The computer is a valuable resource in mathematics lessons to support teaching and learning and to motivate children. If it is the most efficient and effective way to meet objectives IT will be used by teachers and children. This will include the use of maths software, interactive whiteboard and specific internet sites.

Equal Opportunities

The teaching of mathematics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to mathematics for those children with special educational needs and those pupils who are very able and require extension activities.

Intervention programmes that the school provides are: Numbers Count and Numicon. In some circumstances teachers may plan and provide interventions based on the misconceptions and needs of the child/ren.

Assessment

Short-term assessments will be an informal part of every lesson to check pupils understanding and give information for future objectives. This will enable teachers to address misconceptions immediately and put interventions or pre teaching in place. Medium term assessments will take place in terms 2,4 and 6 to assess the understanding of key objectives covered. They are carried out over a week and are set out as follows. Class teachers will have a different group daily to assess through observing and talking to the children about specific tasks. The class TA will then facilitate activities set out on Purple Mash and independent activities. Children will not be expected to sit down and complete tests or booklets in test conditions. Outcomes are kept and recorded individual continuums. We have developed a spreadsheet to track and monitor the children's attainment and progress throughout each year and from year to year.

In the Foundation Stage:

As with Key Stage 1 short term assessments will be an informal part of the every lesson. Foundation Profiles will be carried out each term and medium term assessments will take place at the end of each term and outcomes recorded in Sample of Work books. Profile Stage results will be passed on to the next teacher at the end of the year. Data is inputted on the INSIGHT system.

Role of the Subject Leader and Head Teacher

- Lead, manage and monitor the implementation of the Mathematics Curriculum, including monitoring the quality of teaching and learning.
- To review and analyse assessment data and keep the Governing Body informed about the progress and assessment in mathematics.
- To be enthusiastic about mathematics and demonstrate good practice.
- To keep up-to-date by attending courses, giving feedback and delivering INSET where necessary.