

OCKLYNGE MATHEMATICS POLICY

Introduction

We believe our teaching of mathematics will enable the children to fulfill the Primary Framework and National Curriculum requirements for mathematics. Our principle purpose is to develop the children's confidence and ability to use and apply mathematics in a wide variety of situations within a stimulating environment. Mathematics is taught daily as a subject in its own right and when appropriate, as part of cross curricular work.

The Aims of Mathematics are to:-

- provide opportunities for children to acquire competence in applying a range of mathematical skills and concepts, to include number, shape, space and measures and handling data.
- develop their mathematical language and forms of communication.
- develop the children's ability in using both mental and pencil and paper methods.
- use their mathematical knowledge in problem solving and investigations.
- develop the children's interest in mathematics and foster positive attitudes and good work habits; working logically and systematically in groups or independently.

Success Criteria

We shall be succeeding when:-

- staff feel confident about planning and delivering the mathematics curriculum as set out in the Primary Framework for Maths.
- pupils are achieving a progressively deeper understanding of concepts and skills.
- children are well motivated and interested in mathematics.
- our teaching successfully meets the mathematical needs of all children and their progress is monitored with confidence against the level descriptions.

- children can interpret and understand mathematical terms, notation, conventions and results appropriate to their level of ability.
- children are achieving results equivalent to the national averages, Level 4 or above, in Key Stage 2 SATs Tests and making the required amount of points progress over their four years at the school.

Current Practice

Our mathematics scheme of work is based on the Primary Framework for Maths which ensures progression. The Scholastic "100 Maths Framework Lesson" plans have been adapted to meet the needs of our school and are our main resource across the key stage but are supplemented by activities planned by year teams. The lesson structure follows the Primary Framework, including an Oral Starter, Main Teaching Activity and Review. Plans also reflect the needs of the new 2014 maths curriculum and new plans have been added to existing ones.

The children are taught mainly in ability groups, with some whole class teaching. In all year groups the mathematically gifted and talented children are withdrawn from classes to make a fourth group which reduces the teacher to child ratio.

The teaching style varies according to the task but includes opportunities for children to demonstrate, explain and discuss their work, do practical work, solve problems and extend their work at home.

Regular assessment, either once a week or at the end of each two or three week 'Block', ensures careful monitoring of the children's understanding of what has been taught. Formal assessments happen 3 times a year and progress is tracked on a tracker and monitored by SMT and the class teacher. Any other weekly mental maths tests or termly assessments are kept in teachers' mark books (see Assessment Policy).

ICT maths programs

All year groups regularly use RM maths. This is differentiated according to ability and the child works through the program at their own pace, with tasks generated automatically by the computer. It can be used as a whole class activity during ICT time, or in the classroom by individual children.

All year groups use a maths program called MYMATHS. Tasks can be differentiated to suit the needs of individual children and pupil progress can

be easily monitored. MYMATHS is used regularly to set homework tasks for all pupils.

Resources

Some basic maths equipment is stored in the classroom (see Teaching and Learning Policy). Upper school has a set of Medal Maths Text books which are appropriate for that age range. Lower school have the Collins maths text books. Resource books plus larger and less frequently used maths equipment are centrally stored in the Resources Room (see Appendix for details).

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