

# **POLICY STATEMENT FOR MATHS**

## **WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.**

January 2000

### **Definition**

Mathematics is the study of number systems, shape and space, and measurement. The special power of mathematics lies in its capacity to describe and explain and also to predict – to suggest possible answers to practical problems.

Mathematics is not only taught because it is useful. It should also be a source of delight and wonder offering children the excitement of discovering patterns and relationships.

### **Aims**

To provide a broad mathematics curriculum taking into account the requirements of the National Curriculum and the National Numeracy Strategy.

To encourage pupils to:

- develop the facts, skills and concepts involved in all areas of mathematics;
- apply their skills and knowledge confidently in problem solving in real life or unfamiliar contexts;
- attain the levels of achievement appropriate to their ability and experience;
- realise that mathematics can be an exciting and enjoyable subject, relevant to their work in other areas of the curriculum, as well as life outside school;
- develop their own mental strategies and a variety of ways of recording and communicating their mathematics.

### **Guidelines**

#### National Curriculum and National Numeracy Strategy

All classes will be taught mathematics according to the structure of the Numeracy Strategy. As stated in the revised National Curriculum: “The Mathematics Programmes of Study and the NNS Framework for Teaching Mathematics are fully aligned. The framework provides a detailed basis for implementing the statutory requirements of the Programmes of Study for KS1 and KS2 in maths.” Each lesson will consist of oral/mental work, direct teaching, individual or group work and a plenary. There will be daily mathematics lessons lasting approximately 45minutes to an hour.

## Planning

Teachers will plan using the Numeracy Strategy planning sheet for the relevant term. Objectives will be taken from the yearly teaching programme for that age group. Termly planning sheets will be completed and evaluated half-termly.

Weekly Numeracy plans will be used to plan work for whole class teaching, differentiated group work and a plenary each day. These will be evaluated each week using highlighters:

red - not achieved/taught

yellow - further work needed

green - learning objectives achieved by majority

Written comments may be added if appropriate.

All plans, medium and short term, will include learning objectives as well as activities.

## Differentiation

### Mental and oral starter and whole class teaching.

There will be a common theme for all children but questions may be differentiated (both open-ended and closed).

### Group work

There will be three levels of differentiation during group work (although there may be more than 3 groups). These will ensure appropriate follow up work for high achievers, middle achievers and lower achievers.

Where children are working above or below the key objectives for their year group, teachers will refer to the relevant key objectives in other years, as appropriate.

## Special Needs

Children who have learning difficulties in mathematics will be identified through teacher assessment and placed on the Special Needs register after consultation with the SENCo. If the child is on Stage 2 or above, an individual education plan will be written and will include targets for mathematics. The IEP will also include resource and staffing provision. Wherever possible the child will work in a small mathematics group led by the teacher or an LSA.

## Children's Recording

Recording can be done in many ways – orally, books, charts, diagrams, maps, stories, models, pictures, 3D models, symbols etc. Children should be encouraged to find their own ways of recording and also should be taught informal written methods of recording before standard algorithms are introduced towards the end of Year 4.

### Assessment Procedures

Assessment will be an integral part of the teaching of mathematics. Differentiated work will be planned for the children based on on-going informal teacher assessment through observation, questioning and the marking of completed work. Each half term, assessment activities will be planned into the programme of work using the key objectives as outlined in the National Numeracy Strategy. At the end of the year, published tests will be used to assess children against the National Curriculum levels. Y3 and Y4 will use the optional assessment tests, Y2 will do the statutory End of KS1 SATs and Y1 children will be assessed using previous test papers at the appropriate level. Reception children will be assessed against the Key Objectives for the end of the Reception Year.

### Recording Pupils' Achievement

Each class teacher will use the Record of Key Objectives for their year group and will bring it up to date once a term. Teachers will also fill in individual children's target sheets, which include achievements in mathematics and future targets. At the end of the year, reports will be written for parents.

### ICT and mathematics

We are using ARROW, ROAMER, CLIPBOARD and BRANCH in the computer room. We also have some mathematics programs on CDs for classroom computers. ICT training in the Autumn term 1999 includes training for IT and Numeracy at KS1 and KS2.

### Monitoring

The Maths Co-ordinator will review half-termly planning, occasionally observe lessons and feedback to staff. The Co-ordinator will monitor recorded work in maths books as well as being available for advice and support. Weekly plans will be seen by the headteacher, who may also occasionally observe maths lessons.

### Training

All staff have been trained in the Numeracy Strategy through in school INSET days and LEA courses. Learning Support Assistants have attended the INSET days, as their role in implementing the Strategy is an important one.

Opportunities for further training may be made available if these link with the School Development Plan, staff development needs (identified during appraisal or other monitoring processes) and if there are sufficient funds in the INSET budget. Staff may discuss their INSET needs with the Co-ordinator or the headteacher.

### Resources

Class teachers will regularly audit their maths resources and inform the Co-ordinator if new resources are needed. Money is available in a Maths budget and also in class budgets for new maths equipment.

The school has adopted the Abacus scheme as a base scheme. We also have teacher's books and resources from other schemes. These can be found in the classrooms or in the Staff Library. Staff are encouraged to use a variety of appropriate resources to enhance their teaching and support the learning in their classes.

Learning Support Assistants, attached to each class, will support the maths learning by taking Maths groups (under the direction of the teacher), working with individuals and preparing materials etc.

### Equal Opportunities

All children at Wood Farm School will be given equal access to the Mathematics curriculum. Work will be differentiated according to their levels of ability. Children with Special Needs in Mathematics will be supported according to their needs. The Section 11 staff may support children with English as a second language.