



TWESELDOWN INFANT SCHOOL

A Curriculum Policy for Maths

Philosophy

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships that provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

Aims

Using the National Curriculum, and the Foundation Stage Curriculum, we aim to develop:

- a positive attitude to Mathematics and an awareness of the fascination of Mathematics linked to real life
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics, verbally and in written form
- an ability to use and apply mathematics across the curriculum and in real life
- an ability to master concepts rather than learning procedures by rote

1. Teaching and Learning

Access & Entitlement

Through careful planning and preparation we aim to ensure that throughout the school, regardless of ability, race or gender, all children are given opportunities for:

- practical activities and mathematical games
- problem solving and investigations
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating e.g. mentally, practically, written
- working with computers as a mathematical tool

Implementation

- Class teachers are responsible for the mathematics teaching and learning in their class, although collaborate with other teachers in their team to plan and teach lessons
- There is a clear focus on direct, instructional teaching and interactive oral work with the whole class and in groups
- Each KS1 class organises 4 lessons per week of between 45 and 60 minutes for mathematics, mostly beginning with a 5-10 minute mental oral starter
- In Foundation Stage classes, mathematics is addressed as focussed teaching, as part of the integrated day and taught in small groups both inside and outside
- Mathematics resources are easily accessible to all children, in all classes and allow them to become familiar and independent in their use. Resources which are not used or required regularly are stored centrally
- When planning teachers use the progression of skills document to ensure children's learning is pitched at an appropriate level

- Our school scheme of work is a working document and is composed of plans based on the NC objectives (Teachers plan in year groups and ensure all areas are covered in their planning. They annotate their planning when assessing children to ensure the children have met the objectives and to highlight children who will need to revisit the objectives during the next lesson unit of work)
- Early years mathematics planning is developed from the Foundation Stage Curriculum and takes into consideration the needs of our children and their starting points
- The mathematics offered to children at Tweseldown is taken from a variety of sources, not just one published scheme
- Children are taught and encouraged to use a range of mental strategies, explain their working out verbally and are taught a variety of methods for recording their work
- Teaching is differentiated to not only provide activities to support children who find mathematics difficult, but also to provide appropriate challenge for children who are high achievers in mathematics
- Ability groupings are flexible for different mathematical activities
- Children with SEND are taught within the class and are encouraged to take part where possible. Support staff are available to support groups or individual children and all ability groups throughout each week
- Various intervention strategies are used across the whole school for children who need more support and confidence with maths. The Sandwell maths test is carried out as a baseline before the intervention is put into place and the impact is measured at the end of the program
- In mathematics we support children with English as an additional language in a variety of ways: e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, working in pairs/small groups, playing mathematical games, encouraging children to join in counting, chanting, finger games, rhymes etc.

2. Assessment and Monitoring

Formative assessment occurs throughout lessons and informs future planning.

- Work with a focus group is usually marked together, incorporating positive feedback and next steps
- Other feedback is often incorporated into the plenary
- Children are encouraged to assess their own learning using 'traffic lights' and peer assessment
- In the Foundation Stage, the children are assessed through observation, work samples and photos.

Summative assessment takes place during Year 2, spring term, when the KS1 SATs paper is completed and gaps in learning are highlighted and planning is adapted as necessary.

- Moderation of children's work takes place regularly with all teachers
- The Mathematics Subject Leader also moderates standards termly through monitoring which includes: work samples, teaching observation snapshots and pupil interviews
- The Assessment Leader tracks progress and shares data with the HT, Mathematics Subject Leader, SLT and Inclusion Leader
- Parents are kept regularly informed of their children's progress in mathematics; targets are shared at meetings in autumn and spring terms and sent home at the beginning of summer term. Teachers give a written report annually.

Date of Review:	November 2019
Date ratified by Governing Body:	November 2019
Signed by Chair of Curriculum Committee:	
Signed by Head Teacher:	
Next review date:	November 2022
Member of staff responsible:	Maths Leader
Governing Body or Governor(s) / Committee(s) responsible:	Curriculum

The plan is also available in the following formats, on request to the Head Teacher:
e-mail; enlarged print version

Linked Policies -

Learning and Teaching Policy
Single Equality Policy
Marking and Feedback Policy
Assessment Policy
Homework Policy
The Progression in Calculation Policy
Inclusion Policy