

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Hollins Grundy Primary School Maths Policy

School Vision:

To create a happy, caring school where everyone is respected as an individual and learns to respect others.

To stimulate and challenge children to enable them to become confident creative learners.

To teach children to value and respect and engage with the community and the environment in which they live.

To enable children to become healthy, responsible future citizens.

Purpose of study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject (NC; 2014).

Rationale:

As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for our pupils. It reflects the essential part that mathematics plays in the education of our pupils.

At Hollins Grundy Primary School we aim to inspire all children to reach their full academic potential. In mathematics this means ensuring a curriculum that is fully inclusive for all children.

Aims;

We aim to provide the children with a mathematics curriculum which will allow them to become confident individuals through developing their mathematical skills to their full potential. We also aim to present maths as a challenging, exciting, creative and relevant

subject in order to promote a positive and confident attitude.

The National Curriculum for mathematics aims to ensure all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
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At Hollins Grundy we value the individuality of all children. We are committed to giving all of our children across the school every opportunity to achieve high standards in mathematics. We set appropriate learning challenges that ensure children are taught well and given the opportunity to learn in ways that maximise the chance of success. We actively seek to remove barriers to learning that can hinder or exclude pupils.

Teaching

Teachers are responsible for the daily teaching of mathematics. Teachers are responsible to teach children their respective units for each year group. This will be a daily session that should last for one hour. Teachers are also responsible in the teaching of number recall facts. These sessions will last for 20 minutes 4 days a week. The aim of these sessions is to increase children's number recall, written and oral. One of these sessions will include a mental maths test.

Planning

Teachers are responsible for the planning of lessons. Planning should be informed by pre assessment activities to allow teachers to pitch the lessons accurately for the children.

The sequencing of units will be taken from each year group's long term plan. The long term plans take account of the national curriculum objectives for each year group and breaks

down the units and objectives into each half term. Teachers should use pre assessment activities to enable them to complete their medium term plans. The medium term plans filled out by the teacher will inform the teacher of the children's differentiated groups, learning objectives, key vocabulary and planned assessment activities. Teacher will use the medium term plan to aid their short term planning. The short term plans will be the daily planning of mathematics.

Assessment

Children's mathematical ability is regularly assessed by their teachers by Assessment for Learning processes (marking, questioning, observation) in class. In addition children are given more formal assessments periodically in school; this would normally be at the end of a unit for the major part of the curriculum and weekly for mental maths/number recall facts.

At the end of each year children from Year 2 to Year 6 are given more formal tests covering more of the curriculum which are used to inform end of year assessments and plan for further teaching.

Maths assessments are recorded on the Target Tracker assessment database on a half-termly basis.

Display

As a core subject, the importance of maths is acknowledged by all classes having maths work displayed in class and by displays in shared areas and corridors regularly featuring maths.

Resources

A comprehensive list of maths resources is available to all teachers. See Appendix

Homework

All children from Year 1 to Year 6 are given weekly homework tasks to be completed using the SUMDOG website. Children who do not have access to the internet at home are encouraged to attend the weekly homework club in school.