



# Ashton St Peter's Church of England VA Primary School

## Maths Policy

Ratified in October 2014

Update in October 2017

### Rationale

We recognise the importance of Maths and believe in each child being able to reach their full potential.

We believe that in teaching mathematics we must consider:

- the aptitude and ability of the child
- the child's needs in society

We must give them the opportunity and skills necessary for them to develop their capabilities to the full and to equip them for adult life.

We must provide for the broad spread of ability, addressing the needs of all pupils, having regard for those of high potential ability and those who find mathematics a difficult subject.

### Aims

Our aims are to develop:

- maths as an interesting and attractive subject
- an ability to think clearly and logically
- and encourage understanding through curiosity and investigation
- an appreciation of relationships, pattern, number and space
- an ability to recall and use basic facts
- the use of mathematical skills in everyday life
- a systematic approach to problem solving and investigation
- the acquisition of new skills through perseverance and sustained concentration
- an understanding of the language of mathematics

### Objectives

Maths teaching should include opportunities for:

- demonstration by the teacher
- practical activity
- discussion
- written work

Children should work:

- individually
- in a small group

- as a member of a whole class
- as part of a whole school

Children should engage in activities from a variety of sources which include:

- practical equipment
- written calculation
- the environment
- visual materials including TV and DVDs
- pupil and teacher generated stimuli
- calculators
- computing

Planning and delivery of the curriculum is in line with the National Curriculum and the School's Calculation Policy. There will also be consultation with the maths department at Manshead secondary school to support transition when our children reach year 6.

Children should develop new knowledge, skills and understanding and apply these to problem solving and investigation as required by the National Curriculum.

### **Assessment, Recording and Reporting**

Each child has a level sheet in the front of their maths book linked to APP 'Assessing Pupil Progress'. Each time a child demonstrates that they have met elements within the levels they are dated. This enables the child to know how well they are doing in their learning and what their next steps are. This also informs teacher's planning ensuring the learning needs of all children is met. Current individual targets are on the front of children's books and they will have been shared with their teacher and parents.

All children will be assessed for the following purposes:

- Formative assessment

To be used as a guide to individual progress and to identify difficulties in order to determine what should be the next stage in their learning

- Summative assessment

A level of attainment as defined by the national Curriculum

- Evaluative assessment

The effectiveness of the programme

- Informative assessment

To promote continuity by passing on relevant information to teachers, governors and parents

The child should also be involved in the assessment process as self evaluation is an important part of learning.

The teacher's role in evaluating the relevance and effectiveness of the curriculum is paramount in achieving the aims and objectives of this policy.

### **Special Needs and Equal Opportunities**

Activities will be planned which allow children to respond according to their abilities, with appropriate differentiation. Teachers will modify their instructions and guidance to

take account of individual needs. Children's understanding of concepts and subject knowledge will be measured, not their recording skills.

In line with the school's Equal Opportunities Policy, all children will have an entitlement to all aspects of this subject area of the curriculum.

### Funding

Management of the funding for maths in the school is the responsibility of the maths subject leader, in consultation with the head teacher and other colleagues. Monitoring will take place to enable the routine replacement of equipment and materials and for the acquisition and development of maths resources.

### Review Procedures

The School's policy will be reviewed when:

- Every three years in October 2017
- A new coordinator is appointed
- There has been a significant change in staffing or pupil intake
- There have been changes in the National Curriculum requirements
- The School wishes to review the policy.
- If amendments are required by the LA

**Ratified by:**

**Date: October 2014**

**Chair of Governors**