



## Our Lady of Lourdes Catholic Primary School Witney

### Mathematics Policy

#### **1 Aims and objectives**

- 1.1 Mathematics enables children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.
- 1.2 The aims of mathematics are:
- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
  - to promote confidence and competence with numbers and the number system;
  - to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
  - to develop a practical understanding of the ways in which information is gathered and presented;
  - to explore features of shape and space, and develop measuring skills in a range of contexts;
  - to understand the importance of mathematics in everyday life.

#### **2 Teaching and learning style**

- 2.1 The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that consists of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations. From time to time we arrange sessions for parents to inform them about the way mathematics is taught in our school.



- 2.2 In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on open-ended problems, investigations or games. We use classroom assistants to support some children and to ensure that work is matched to the needs of individuals.

### **3 Mathematics curriculum planning**

- 3.1 Mathematics is a core subject in the National Curriculum, and we use the National Numeracy Strategy as the basis for implementing the statutory requirements of the programme of study for mathematics.
- 3.2 We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). The National Numeracy Strategy Framework for Teaching gives a detailed outline of what we teach in the long term. It identifies the key objectives in mathematics that we teach in each year.
- 3.3 Our medium-term mathematics plans are adopted from the Framework and give details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term. These plans are kept and reviewed by the subject leader.
- 3.4 The class teacher completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. A copy of these is held by the head teacher.

### **4 The Foundation Stage**

We teach mathematics in our F1 class. As the class is part of the Foundation Stage of the National Curriculum, we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

### **5. Teaching Mathematics to children with Special Educational Needs**

Intervention through School Action and School Action Plus will lead to the creation of Individual Educational Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to mathematics.



## **6 Assessment and recording**

- 6.1 We make informal assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.
- 6.2 We make medium-term assessments to measure progress against the key objectives, and to help us plan future units of work. We use Oxfordshire Pupil Profiles to record children's attainment of key objectives.
- 6.3 We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6, plus the optional national tests for children at the end of Years 3, 4 and 5.
- 6.4 The mathematics subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in mathematics at each level of the National Curriculum.

## **7 Monitoring and review**

- 7.1 Monitoring of the standards of children's work and of the quality of teaching in mathematics is the responsibility of the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 7.2 The Headteacher allocates management time to the mathematics co-ordinator so that s/he can review samples of children's work and undertake lesson observations of mathematics teaching across the school. A named member of the school's Governing Body is briefed to act as a support link through the subject co-ordinator.

Signed by Chair of Governors:.....

Signed by Head Teacher:.....

Date:..... Review Date.....