

# **St. Mary's RC Primary School**

**Chepstow**



## **Mathematics Policy**

## School Vision and Mission Statements

### **School Mission Statement:**

Learning for Life with Christ as our Light

### **School Vision Statement:**

Based on our Catholic faith, St. Mary's Catholic Primary School seeks to promote the Gospel message of Jesus Christ as the foundation of its existence

We, as a caring community of learning, combine innovation and tradition to enable each individual to achieve their full potential.

As a school we:

Teach the Catholic faith, to help children grow in all aspects of their spiritual and moral development.

Recognise and encourage the uniqueness and value of each individual, by nurturing and developing each child's selfworth and ability.

Provide a balanced, differentiated and relevant curriculum in pursuit of high academic excellence.

Help create a Christian community, uniting the home, the school, the Catholic parish and the wider community

Welcome children of all faiths to join the school community.

This policy is a statement of the aims, principles and strategies for learning and teaching Mathematics at St. Mary's RC Primary School. It was developed through a process of consultation between the Mathematics Coordinator, teaching staff and the Link Governor. This policy has been approved by the Governing Body and will be reviewed annually.

### **The Nature and Aims**

At St Mary's we want children to develop a positive attitude towards mathematics. To achieve this we ensure that:

- children see mathematics as fun through:
  - ❖ Playing maths games
  - ❖ Using practical equipment to help develop their understanding of mathematics.
  - ❖ Are given opportunities to work independently and with peers on investigations.
- children have visually stimulating mathematics lessons.
- all children are included in the activities during the lessons
- all children develop confidence to have a go – It's ok to get it wrong!

During the Foundation Phase, children develop their skills, knowledge and understanding of mathematics through oral, practical and play activities. They enjoy using and applying mathematics in practical tasks, in real life problems, and within mathematics itself.

At Key Stage 2, learners build on the skills, knowledge and understanding they have already acquired during the Foundation Phase. They continue to develop a positive attitude towards mathematics and extend their mathematical thinking by solving problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics, across the curriculum and as applied to real life problems.

They extend their use of the number system, moving from counting reliably to calculating fluently with all four number operations, including in the context of money, in order to solve numerical problems. They try to tackle a problem with a mental method before using any other approach and use written methods of calculation appropriate to their level of understanding. They develop estimation strategies and apply these to check calculations, both written and by calculator. They explore a wide variety of shape and their properties and, in the context of measures, use a range of units and practical equipment with increasing accuracy. They collect, represent and interpret data for a variety of purposes. They select, discuss, explain and present their methods and reasoning using an increasing range of mathematical language, diagrams and charts.

### **Organisation and planning of Mathematics**

We agree long term plans for Mathematics, promoting cross curricular links where possible. These long term plans indicate which areas/topics are to be taught each term in each year group.

Medium term planning takes the form of mid term plans. We use guidance from the National Numeracy

Framework and Monmouthshire LA to produce mid term plans. Opportunities for assessment are linked to the assessment sheet with the level descriptors. Assessment will be carried out over each term and many assessments will be revisited throughout the year.

Short term plans are composed by class teachers on a weekly basis. It is important that teachers identify and plan the most appropriate teaching strategies and learning experiences. Teachers are encouraged to use their flair, enthusiasm and professional judgement, informed by the medium term plans and previous learning. Short term plans include activities, resources, grouping and differentiation for each session. Short term plans also include any cross curricular links. This planning is evaluated by teachers and informs future planning, both short planning and, in consultation with the coordinator, medium term planning.

On the whole we teach Mathematics separately in Years 1 to 6, although cross curricular links are developing and the school is moving to a 'themed' approach with the implementation of the Foundation Phase and Curriculum 2008. Mathematics is taught daily including a mental warm up, teaching activity, pupil activity and a plenary.

### **Skills across the Curriculum**

Pupils should be given opportunities where appropriate in their study of English to develop and apply the following skills:

- **Developing Thinking**

Learners develop their thinking through the process of planning, developing and reflecting. Where appropriate thinking skills activities should be used during English lessons to develop their understanding of literacy further.

- **Developing Communication**

Learners develop their communication skills through the skills of oracy, reading, writing and wider communication. This should be developed through the discrete teaching of English and through the use of literacy skills elsewhere in the curriculum.

- **Developing ICT**

Learners develop their ICT skills by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. Where appropriate English lessons should include the use of ICT (through cameras, internet use, word processing, ICT programmes etc) to enhance understanding of a specific literacy skill.

- **Developing Number**

Learners their number skills by using mathematical information, calculating, and interpreting and presenting findings. When appropriate, mathematical methods should be used during the teaching of English.

## **Learning across the Curriculum**

Learners should be given opportunities where appropriate in their study of English to promote their knowledge and understanding of Wales and their personal and social development and well-being.

- **Curriculum Cymreig**

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

- **Personal and Social Education**

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship (ESDGC) and to prepare for lifelong learning.

## **Equal Opportunities and Additional Educational Needs**

In planning, resourcing and organising mathematics in St Mary's RC Primary School we make every effort to take into account the social/cultural background and language needs of all pupils. The school challenges any forms of racism or discrimination. Mathematics is a universal language to be shared by everyone. We strive to promote positive images in mathematics reflecting our diverse school community and recognising the cultural diversity that exists in Wales and the UK today. The languages needs of all children are taken into account. Language is assessed and supported appropriately. Resources are used that try to reflect the backgrounds of all pupils, ie pictures reflecting foods shared at home to data handling, positive gender images. Teachers ensure that children with disabilities have access to the mathematics curriculum appropriate to their needs. Advice is taken and acted upon from support agencies. Resources are adapted to cater for the needs of children. For examples, number lines may be made bigger. The classroom environment is adapted to cater individual needs, positioning of furniture, access to resources etc. All pupils have an entitlement of access to the NNS at an appropriate level.

## **Special Educational Needs (SEN)**

If a child has a special need, our school does all it can to meet these individual needs. Early identification of children's needs are essential. We comply with all the requirements set out in the SEN Code of Practice in providing for children with special needs.

All children on the special needs register have an Individual Education Plan (IEP) that will include targets for improvement which are carefully monitored and reviewed/revised 3 times per year.

Carefully planned differentiation ensures SEN pupils are supported in Mathematics Provision is made for pupils with physical or sensory needs using appropriate methods.

A small group of SEN children work daily with ancillary support.

## **More Able and Talented (MAT)**

At St. Mary's RC Primary School we recognise that we have more able and talented children. Individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision.

Carefully planned differentiation ensures MAT pupils are sufficiently challenged in Mathematics through using material in ways that extend breadth and depth of study and opportunities for independent learning.

### **English as an Additional Language (EAL)**

For children who come to our school with very little or no English, we plan opportunities for them to develop their English. Their ability to participate in Mathematics may be in advance of their communicative skills in English. Staff encourage children to transfer their knowledge, skills and understanding of one language to another.

### **The Role of the Subject Coordinator**

The role of the Subject Coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;

monitor learning and teaching, and pupil progress in that subject area;

- provide efficient resource management for the subject.

The school gives subject coordinators some non-contact time to support them in carrying out the necessary duties involved in their role.

Signed: \_\_\_\_\_ (Head Teacher)

Signed: \_\_\_\_\_ Chair of the Governing Body

Date: \_\_\_\_\_

Review date: \_\_\_\_\_