

“There is safety in numbers.”

Duncombe Primary School Mathematics Policy

Aim

- Children's mathematical knowledge, understanding and skills should be constantly progressing through challenging teaching, experience and investigation.
- Children enjoy maths and are confident in their own abilities.
- Children are able to apply logical thinking skills to solve problems.

Teaching and Learning

- The maths curriculum is to be taught in line with the NNS renewed framework, following the 'review, teach, practise, apply and evaluate cycle' .
- Daily maths lessons should vary in their approach, (using direct teaching, investigations, games) encouraging all children to gain enjoyment from maths.
- All pupils should be working at a level which challenges them and is appropriate to their needs (particularly EAL, SEN etc).
- Information Technology should be used, where appropriate, to enhance teaching.
- Weekly maths homework is used to reinforce work currently being taught in the classroom and offers parents the opportunity to assist their child.
- Targeted interventions are carried out by teaching assistants. In partnership year groups, maths intervention is also carried out by the additional teacher.

Assessment

- Monitoring is done through observation, discussion, tests, marking of written work and the use of APP.
- The classroom teacher must regularly mark children's maths work according to the school's marking policy, supported by oral feedback where necessary.
- Written maths tests are carried out at the end of each half term and test results are used to complete computerised whole class APP assessment grids for Shape and Space, Measures and Handling Data.
- SAT's are taken in Years 2 and 6.

- In each class six focus children are identified for maths APP in order to moderate whole class assessments and identify gaps in knowledge to inform future planning.
- An APP activity is carried out with the focus children each week. APP sheets for the area of maths assessed are highlighted and dated.
- Cognitive acceleration lessons are carried out every two weeks. Observation notes on the focus children are made and APP sheets for Using and Applying maths are highlighted and dated.

Resources

- Every classroom has a basic provision of maths equipment to support teaching and learning and further resources are centrally available.
- Each year group has activity boxes for APP in Shape and Space, Handling Data and Measures.

Additional Support

- Intervention groups are run during the year to enhance the learning of particular groups of children; for instance, Springboard, Year 4-6 Booster, Gifted & Talented sessions, 'minute maths' and teacher tutorials are provided.

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Shelley Wragg