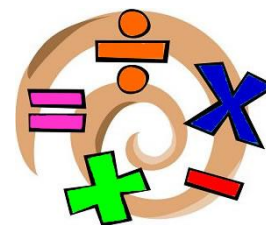


# Mathematics Policy



Mathematics is a creative and highly inter-connected 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.

## **Intent:**

We believe that all children are able to enjoy and succeed in mathematics. We intend to equip children with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers. To be equipped with an understanding of mathematics that will be relevant and useful in their future studies and/or in the world of work.

## **Teaching and Learning:**

At Litton CE Primary School, we strive to make learning mathematics an enjoyable experience. It is taught through discreet lesson teaching with awareness of any cross-curricular opportunities. Children in Key Stages 1 and 2 are taught in mixed age classes and follow the programmes of study for the National Curriculum. Children move through the programmes of study at broadly the same pace, although continuous formative assessment enables staff to decide if individual pupils require consolidation and ensure early graspers are challenged with rich mathematical problems.

Our teaching follows a maths mastery approach. We plan and teach for small steps in learning based on the 5 key principles of mathematical thinking, fluency, variation, representation and coherence.

We have strong community links with the village shop and they welcome children in to see maths in a real life context; spending money, weighing fruit and vegetables. We have also used this relationship to provide the life skills of serving behind the counter to individualise and contextualise a child's learning.

We encourage engagement from parents and promote the use of ICT at home using Times tables Rockstars for KS2 and Numbots for KS1 to promote fluency.

## **Mathematical Knowledge**

### **Inclusion:**

We teach mathematics to all children, whatever their ability as part of our commitment to teach a broad and balanced curriculum to all children. Teachers provide learning opportunities that match the needs of all of the children in the class. This can include setting tasks which are open-ended and so can have a variety of responses, setting tasks and providing resources of different complexities, sometimes grouping children by ability and setting different tasks to each group and using teaching assistants to support children's participation. Mathematics lessons take into account the targets set for children in their Individual Education Plans (IEPs).

### **Equal Opportunities:**

The mathematics curriculum aims to provide equal access for all pupils irrespective of race, gender or disability.

### **ICT:**

ICT is used extensively in the mathematics curriculum. This includes using the IWB to display good quality pictorial representations, whole class demonstrations and pupils use individual computers to access websites and apps to promote fluency. The children regularly access Times Tables Rockstars and Numbots at school and home.

### **Resources:**

Mathematics resources are readily available in all classes and children are encouraged to demonstrate their understanding using concrete apparatus as well as pictorial and abstract representations. Both key stages have access to specific resources to support learning in aspects of space, shape, measure and time. All classrooms are equipped with an interactive whiteboard to support children's' learning.

### **Assessment:**

Children's ability in mathematics is assessed in a range of different ways including observing children at work, marking and summative assessments. Teachers will give feedback both within lessons and at the end of a unit of work to enable children to make future progress. Staff know all the children well and are able to plan and deliver individualised learning when necessary. Children are also encouraged to make judgements about their own work and how they feel they can improve. This information is always shared with parents in the end of year report and can be shared during open mornings and parent consultation evenings.

### **Health and Safety:**

The general teaching requirement for health and safety applies to this subject.

### **Review:**

This policy will be reviewed every two years or as determined necessary, for example if there is a change of guidance.

