

Dorchester Primary School



Policy for Maths

"Achieving Excellence Together in a Caring Community"

Date of Policy: March 2020

Review Date: March 2023

Statement of purpose:

At Dorchester Primary School we believe that our central purpose is to provide an inclusive education, giving all children equal opportunities to access all areas of the curriculum, irrespective of any differences of ability, race or gender.

Definition:

Mathematics is a creative and highly interconnected 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.

Aims:

This policy is closely linked with the school's policies on Teaching and Learning, Assessment and Equal Opportunities.

The aims of mathematics teaching, as outlined in the National Curriculum, are:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking

Outcomes

Through the implementation of this policy, all children will be taught the objectives outlined in the National Curriculum 2014.

Children's Experiences

From Year 1, all pupils will have a dedicated daily Maths lesson. Within these lessons there will be a balance between whole class work, group teaching and individual practice. In the Foundation Stage learning largely takes place through practical activities as stipulated in the EYFS Framework.

Resources:

Dorchester Primary School uses the Power Maths scheme of work as a guide but adapts the curriculum to meet the needs of the children as appropriate. The scheme consists of teaching topics in blocks of 2-5 weeks, with a small assessment block at the end of each block.

Each classroom is well-stocked with manipulatives which the children can use freely to develop and deepen their understanding of mathematics. The Power Maths online resources provide 'Strengthen' and 'Deepen' activities to support and stretch our learners.

SEN

- The Mathematics curriculum should fulfil the needs of all pupils in line with our inclusion policy.
- Children on the SEN register will have work differentiated appropriately in line with their IEP targets.
- Teaching Assistants will be deployed to further support the learning of all children.
- Resources will be chosen carefully in order to match the learning needs of all children focusing on concrete experience and the use of manipulatives.
- In certain circumstances children with a statement of special educational need may have an individualised programme to meet their specific needs.

Assessment

Pupils are assessed in a variety of ways:

- Questioning, talking, listening
- Self Evaluation
- Marking and written / oral feedback to children
- Assessment tasks at the end of each teaching block (2/3 weeks)
- Summative termly assessments
- Statutory and Optional SATs
- Foundation Stage Profile
- Tracking and target setting
- Use of NC performance descriptors for the year group's standards

Other forms of assessment to ensure continuity and progression throughout Maths are work scans and lesson observations to be carried out by the coordinator.

Monitoring/Role of Maths Team:

This policy will be monitored by the Maths co-ordinator regularly. The co-ordinator will also ensure that the policy is working in practice and review it every three years.

The co-ordinator will, in liaison with Class teachers and Teaching Assistants, children, SLT, SENCO, Assessment Coordinator, Numeracy Governor, LEA,

- Enthusiastically promote and lead the subject through a creative and exciting curriculum to ensure that the SIP priorities are incorporated into the subject effectively
- Manage a budget and order, store and maintain equipment
- Monitor standards and progress in the subject
- Benchmark the schools results nationally and with similar schools
- Report to governors about the standards, development and children's progress within the subject
- Ensure resources are appropriate and kept in good order
- Train, support and advise staff when appropriate
- Develop staff knowledge and expertise by raising awareness of all new Maths initiatives including ICT tools available
- Lead school based INSET for all stakeholders when appropriate
- Liaise with other schools to monitor standards

Home/School Partnership

Parents will be expected to support their child with their Mathematics home learning. They will be encouraged to support the work done in school and assist their child to learn multiplication tables, become confident with money

etc. The calculation policy is an additional resource to help parents understand the methods used in the classroom.

Equal Opportunities

All pupils will have access to Maths irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual different opinions and ideas will be respected and valued.

Monitoring of this policy

Members of the Leadership Team and the Chair of the Curriculum Governor Committee will oversee the implementation of this policy.

March 2020