



St Andrew's CE (VA) Infant School

At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

Maths Policy

Rationale

Mathematics teaches us how to make sense of the world around us through developing the ability to calculate, to communicate, to reason and to solve problems. It enables children to explore, understand, and appreciate relationships and patterns in both number and shape, in their everyday lives.

Aims

At St Andrew's we aim to:

- promote enjoyment and enthusiasm for learning through practical activity, cross-curricular learning, exploration and discussion,
- develop mathematical skills and knowledge and quick recall of basic facts in line with the National Curriculum Mathematics Programmes of Study,
- promote confidence and competence with numbers and the number system,
- develop the ability to think mathematically: solve problems by applying their mathematical knowledge and reasoning in a range of contexts,
- develop a practical understanding of the ways in which information is gathered and presented,
- explore features of shape and space, and develop measuring skills in a range of contexts,
- develop communication skills,
- develop both independence and co-operation,
- leave primary school with an efficient, reliable, compact written method of calculation for each operation,
- understand the importance of mathematics in everyday life and promote mathematical thinking as a life skill.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. The programmes of study are, by necessity, organised into distinct areas, but pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems that encourage them to apply their knowledge horizontally.

We aim to teach a mastery curriculum with some revisiting and consolidation of skills. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including additional practice, before moving on. We will not teach to the curriculum for the year above.

Organisation

In the Foundation Stage we teach mathematics guided by the requirements and recommendations in the Early Years Foundation Stage 'Development Matters' document. All children are given ample opportunity to develop their understanding of mathematics in both the classroom and outside area. Learning happens through varied activities and challenges that allow children to use, enjoy, explore, practise, problem solve and talk confidently about maths.

In Key Stage 1, there is a daily maths lesson usually lasting for 45 minutes to 1 hour. Each lesson usually contains the elements of fluency, reasoning and problem solving. These lessons are planned in two to four week blocks using the White Rose Maths Hub scheme.

During the block of lessons there is a mixture of whole class teaching, paired problem solving and individual practice, sometimes with adult support.

In addition to the maths lesson, there is a daily fluency lesson based on the Snappy Maths programme for all children in school.

Calculation policy

We have a joint policy for progression in calculation methods with St Andrew's CE VA Junior School to ensure continuity and consistency throughout the schools. Calculations methods to be followed are displayed on the maths board. This was revised with the Junior School Coordinator on 26/1/18.

Mathematical language and vocabulary

Teachers will refer to the New National Curriculum and the glossary of terms when planning, to ensure that they are teaching the children the correct mathematical terms and language. The relevant vocabulary will be recorded on the weekly planning sheets and will be clearly displayed within the classroom so that the children can see and refer to it. Children will be encouraged to use the correct mathematical language and terminology to discuss their mathematics and to explain their reasoning.

Resources

Every classroom has a variety of resources available, and children are encouraged to choose independently the relevant equipment, depending on their needs.

Additional Mathematics resources are kept centrally in the curriculum store next to the Treetops.

Assessment

The children are assessed each term with an arithmetic test and a reasoning paper set by the White Rose Hub. This is then analysed and class teachers target individuals and groups to revisit gaps in their achievement so all children can gain ARE or Greater Depth.

Children will revisit areas of need outside the maths lesson so as to not miss new teaching.

Each half term staff complete and save the assessment sheet based on Key Performance Indicators.

Consultation, Monitoring and Review

This policy was delegated to the Headteacher September 2013 and will be reviewed annually by staff and the Maths Subject Leader.

Policy updated: January 2018 by Myra Smith

Consultation with staff: February 2018