

# Dunchurch Boughton C of E Junior School

## Mathematics Policy

### School Aim Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The Christian Faith, and its practical expression, form a major part of the whole school ethos. The school aims to give children both knowledge and understanding of the Christian Faith while respecting and understanding other religions and cultures.

The school aims to: -

- ensure that children receive their entitlement to a broad, balanced National Curriculum, encouraging them to have high expectations in all areas of the curriculum and to reach their full potential.
- provide a secure and relaxed environment in which the children are encouraged to have a healthy lifestyle, to be tolerant and to grow in confidence and self esteem.
- ensure that pupils develop an open and enquiring mind and are encouraged to be creative, imaginative and inventive.
- work in partnership with parents and the wider community.

### Policy

This policy was developed by Jessica Hume (Mathematics Manager)

This policy draws together N.N.S. training received and discussions by the whole staff, during INSET and twilight staff meetings.

How: Discussion by and approval from the whole staff on November 2001.

Ratified by Governors in: – December 2001

Review date: November 2003, 2006, 2008

### Purpose

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the World. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development and in public decision-making.

Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

Mathematics is taught in accordance with the school's teaching and learning policy, using the structure of the National Numeracy Strategy to deliver the programmes of study as set out in National curriculum 2000.

### Aims

Mathematics teaching offers opportunities to:

- Develop a positive attitude towards Mathematics.
- Develop an ability to think clearly and logically in Mathematics, with confidence and understanding.
- Become confident and proficient to calculate mentally and manually using a range of strategies.
- Develop an awareness of mathematics in the environment and within other subjects.

## **Objectives**

Children should know, understand or be able to:

- Move from counting reliably to calculating fluently with all four operations
- Tackle a problem with mental methods before using any other approach.
- Explore features of shape and space and develop their measuring skills in a range of contexts.
- Discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

## **Equal Opportunities**

Activities are planned in accordance with the school's policies on children with S.E.N and More Able Children. Learning objectives can be met through differentiation by task, by outcome or by group organisation. Planning incorporates the children's needs and interests, resulting in learning activities and experiences providing for a range of possible achievements.

## **Assessment, Recording and Reporting (ARR)**

Assessment, reporting and recording will be carried out in accordance with school policies on ARR and marking.

## **Race Equality Policy**

Due regard will be made to the Race Equality Policy

### **Curriculum Guidelines**

Work is organised by following the recommended order in the Numeracy Strategy, which allocates units of work to each year group each term. The NNS is used to ensure the complete coverage of the Programmes of Study. Teachers adapt the NNS to fit in with the desired learning outcome and to meet the needs of the children. Medium term plans are produced every half term, and short-term plans are produced weekly.

ICT is used to facilitate the teaching and learning of mathematics through use of Maths programs, including data-handling and graphing programs.

The time allocation for Mathematics is 5.5 hours per class per week.

Children are organised in sets across the year group, and in ability groups within the set.

Homework is used to support mathematics by providing children with opportunities to reinforce and consolidate previous knowledge and understanding, especially related to mental arithmetic skills.

Support Staff are used to support children with specific learning needs.

### **Resources**

Copies of support materials for staff are stored on the Mathematics shelf in the staff room.

Each year group have copies of appropriate books.

Resources for practical activities are located in the Mathematics cupboards.

Staff, in consultation with the Subject Manager, identify any additional resources required.

Orders are then placed depending on the allocation of funding in the School development plan.

### **Role of the Subject Manager**

The subject manager supports mathematics by:

Contributing to the schools development plan

Revising the policy as necessary.

Monitoring for continuity and progression.

Supporting the professional development of colleagues.

Arranging and providing staff inset as appropriate.

Ensuring that the resources available enable the policy to be delivered.

Ensuring colleagues are aware of the resources available and how to make best use of them.

Monitoring the use of resources.

Keeping up-to-date with new resources and informing staff of developments.

Liasing with advisory and other external services.