

DRIFFIELD NORTHFIELD INFANTS

Mathematics Policy

Aims

To develop:

- equality of access to mathematical opportunities for all children regardless of gender, race, cultural background or any physical or sensory development
- a positive attitude to mathematics as an interesting and attractive subject
- an appreciation of the creative aspects of the subject
- an ability to think clearly and logically in mathematics with confidence, independence of thought and flexibility of mind
- an understanding of mathematics through a process of enquiry and experiment
- an appreciation of the nature of numbers and of space
- an appreciation of mathematical pattern and the ability to identify relationships
- mathematical skills and knowledge accompanied by the quick recall of basic facts
- an awareness of the uses of mathematics in the world beyond the classroom. Children should learn that mathematics will frequently help them to solve problems they meet in every day life or understand better many of the things they see, and provide opportunities for them to satisfy their curiosity and to use their creative abilities.

Objectives

Each year group follows the objectives set out in the National Strategies Primary Framework for Mathematics.

The Numeracy Environment **School**

At Northfield and Langtoft the Foundation Stage are following the principles of the Early Years Curriculum with development into National Curriculum programmes of study at Key Stage 1. At Northfield children are taught in ability groups with whole class inputs as required. At Langtoft mixed age classes enable all children to be taught in ability groups also with whole class maths inputs where appropriate.

Both schools have a wide range of resources for teaching mental and practical skills. Children are encouraged to have a hands on approach in mathematics. They use the resources to play games, take part in investigations and work in pairs or small groups to solve problems. Parents are encouraged to be partners in their children's mathematical development and are kept informed through meetings about the teaching of mathematics and their child's development. Activity days enable parents to have the opportunity of working with their children in school to develop and enhance learning.

The classroom

Classrooms are organised so that children have access to the resources they need.

Mathematical displays are either interactive in order to give pupils practise at skills learnt in their lessons or displays which promote the learning of mathematical ideas.

Differentiation between pupils is achieved in various ways

- Differentiation by outcome - pupils are taught together and work on the same task but with differing outcomes.
- Differentiation by task and outcome - pupils work within ability groups on the same area of mathematics but at different levels of difficulty.
- Differentiation by IEP – where appropriate individual pupils work on a specific target stated in their education plan.

It is our belief that all children have a full entitlement to National Curriculum Mathematics differentiated to meet their needs.

Differentiated activities are planned by all teachers and identifiable on short term plans. For children who have been identified as S.E.N., as well as using internal support structures eg TA.'s, IEP's, School Action and School Action plus will be in place for children who have a need which is different to that of the majority of his/her peers. Parents will be offered strategies to support their children's learning and will be kept informed of their child's progress in Mathematics.

Challenging activities for more able pupils will be planned by all teachers and are identifiable on short-term plans; detailed records will be kept on the children's progress from which new learning targets can be set.

Range, Repertoire and Resources

Cross Curricular Issues

Opportunities for developing number and problem solving skills arise in many areas of the school curriculum. Pupils should be able to apply calculation skills and the understanding of number to problem solving in other subjects and to real life situations.

Resources for learning

Within each classroom there is a wide range of maths equipment sufficient to enable a majority of activities to be undertaken immediately. Any requests for extra maths equipment should be made directly through the Maths Co-ordinator.

Schemes of work

The school uses the Primary Framework for Mathematics and appropriate support materials to plan the curriculum.

Ensuring progression

Foundation Stage, Y1 and Y2 medium term plans are taken from the Early Years Curriculum and the Primary Framework for Mathematics. Teachers take learning objectives from the medium term plans to write their daily short term plans.

Use of ICT

The use of ICT supports the learning of mathematics in school through the use of the interactive whiteboards, mathematical CD ROMs and access to mathematical information from the internet.

Assessment , reporting and recording progress

There is a whole school approach for assessing and reporting progress. The maths co-ordinator moderates and keeps an overview of children's learning.

All teachers will continuously monitor and assess key objectives from the Primary framework. Assessing Pupil Progress (APP) will inform assessment for learning. Children will be involved in the process of assessing their own learning using for example, a traffic light system to record understanding. Any pupil believed to be experiencing difficulties will be discussed with the Special Needs Co-ordinator.

In Key Stage 1 children are aware of their own targets which they are working towards. At Langtoft children have individual targets on their numeracy books. At Northfield targets are displayed on the wall. Individual targets are shared with parents and children during Target Setting Evenings.

The following standardised testing for mathematics is in place.

- Nursery (Langtoft) - Baseline observational assessment/continued observational assessment against profile points.
- Foundation Stage - Ongoing observational assessment against profile points.
- Y1 and Y2 - Autumn - Youngs Maths Test and Rigby Star half termly maths assessments where required to support APP.
- Y2 - SATS

Partnerships for numeracy

It is the schools intention to involve home and the community wherever possible, but not to contrive links. Parents are encouraged to work in partnership with class teachers in order to develop their children's mathematical skills.

Date for review, methods of implementation, monitoring and evaluation

Priorities for future action

To take advantage of available training opportunities to develop confidence and expertise in mathematics.

To monitor and develop mathematics in line with the schools development plan and action plan for numeracy.

Date for review

This policy will be reviewed as part of the whole school cycle for the reviewing of policies unless changes in guidance requirement occurs before that time.

Jan 2010 JAL