

Brompton-on-Swale C of Primary School

Policy for Mathematical Development

Rationale

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Aims

- To raise standards in Mathematics using the Framework for teaching mathematics.
- To develop skills which enable children to use and apply numbers, measures, shape and space and data handling with competence and confidence in a range of contexts.
- To develop children's skills in mental calculation by ensuring they have a repertoire of known facts and strategies to draw upon.
- To promote a positive attitude towards mathematics.

Planning

We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the Renewed Framework for Mathematics:

- Use the yearly objectives and planning grids for medium term plans. (Appendix A)
- Weekly plans list the specific learning objectives for each lesson, differentiated activities, resources, focus groups and AfL questions/top tips. (Appendix B)

Delivery

Teachers implement the daily three part mathematics lesson using the following structure: Oral/mental starter, main teaching focus and plenary.

They:

- share clear learning objectives with the children;
- provide daily practice of mental skills including counting, rapid recall, newly learned facts and calculation strategies;
- maintain good pace and use effective questioning;
- use accurate mathematical vocabulary;
- engage pupils in challenging differentiated activities using a range of resources, including ICT as outlined in the Framework;

- use Collins New Primary Maths and other published materials to support their teaching.

They use a range of teaching styles to incorporate:

- direct teaching
- a high proportion of whole class oral/mental sessions
- group/paired work
- individual work;

Assessment For Learning (AfL)

At Brompton-on-Swale we recognise that AfL is at the heart of promoting learning and raising standards of attainment. (Refer to the policy on this) All children will have an individual mental maths target displayed in their numeracy book and homework diary. Each child is tested at least once per half term and the expectation is that they will achieve six targets progress a year. Formal assessments are undertaken twice a year.

Homework

Homework will be given on a regular basis and will consist of consolidation/extension work for the current unit. In addition children are expected to practice their individual mental mathematics targets. (See homework policy.)

Monitoring

Monitoring of the standards of teaching and learning of mathematics is the responsibility of the Headteacher and the Curriculum leader, supported by the Link Governor. This includes:

- Weekly monitoring and book scrutiny
- Lesson observations
- Regular reviews of short term planning
- Analysis of optional tests
- Academic progress at the end of key Stages 1 and 2

Reporting

Parents are informed of their children's progress in maths through parent/teacher consultations, bi-annual reports and informal discussions throughout the year.

Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have a wide range of appropriate small apparatus and other resources are stored centrally. See Appendix C.

Equal Opportunities

We at Brompton-on-Swale C of E Primary School view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all members of

the school community irrespective of gender, race, religion, disability, age or socio-economic group.

Liz Tinkler
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To be reviewed by July 2011

