

Emmbrook Junior School



Maths Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee

Date of policy: July 2016

Date of review: April 2018

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened, so they make good academic progress, whilst gaining increasing resilience and respect for the community.

Introduction

This policy states the principles on which the planning, implementation and evaluation of Maths in the curriculum are based. This policy will be reviewed by the staff and the governing body every 2 years. The implementation of this policy will be monitored by the subject leader and the Head Teacher.

The Nature of Maths

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships that 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. Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.

The Aims of Maths at Emmbrook Junior School are in line with that of the National Curriculum, which are to:

- Ensure children become fluent in the fundamentals of Mathematics through frequent and varied practice with increasingly complex problems so that children can recall and apply knowledge accurately

- Ensure that children can reason mathematically by following a line of enquiry and conjecturing relationships using mathematical language
- Ensure children can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- Ensure that children can record their mathematical work in appropriate ways using the most suitable tools
- Ensure that children master key concepts appropriate for their age group
- Ensure Maths is taught using cross-curricular elements, where appropriate, which foster a high level of enthusiasm and a thirst for more knowledge and understanding, underpinned by key skills and attitudes

Teaching and Learning

Children are taught in class groups with a mixed ability range. Regular, prior learning assessment, ensures that daily lessons are differentiated and cater for a variety of learning styles. We achieve this through a range of strategies, for instance differentiated group work and organising the children to work in pairs on open-ended problems or games. We use teaching assistants to provide appropriate support to individuals or to groups of pupils.

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

Inclusion

We teach Maths to all children, whatever their ability. Through our Maths teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Pupil tracking must be effective and enables identification of pupils who may benefit from early 'intervention' at an appropriate level.

We also recognise, and aim to make provision for, pupils who have a particular ability in mathematics.

Assessment

At Emmbrook Junior School, Maths is assessed in a variety of ways. Teachers carry out regular formative assessment both verbal and written (Next steps marking). As well as teacher assessment, children also complete termly formal assessments that assess the children against their year group expectations.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Maths is the responsibility of the Maths subject leader and Phase Leaders. The work of the subject leader also involves supporting colleagues in the teaching of Maths, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school by writing the Maths Action Plan and

updating policy. The Maths subject leader provides the Senior Leadership Team with information through reviewing weekly planning and reviewing the progress towards the targets in the School Improvement Plan.

Approved by Governing Body

Chair of Governors

Date 19.07.2016

Head Teacher

Date 19.07.2016