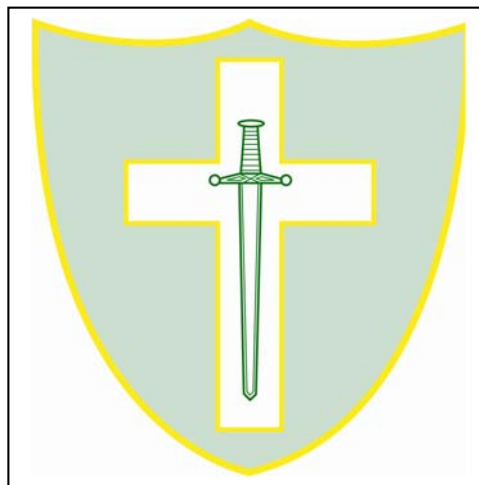


# St Michael's Church of England Primary School



## MATHEMATICS POLICY

## OUR MISSION STATEMENT

At St Michael's Primary School we seek to nurture the whole child and instil a love of learning by inspiring young minds within a happy, caring community based on the Christian values of love; joy; kindness; peace; self-control and faithfulness.

### 1. AIMS AND OBJECTIVES

This document is a statement of the principles, aims and strategies for the teaching of Mathematics at St Michael's CE Primary School. The ability to calculate and manipulate numbers is essential to becoming a member of society who is able to contribute. Mathematics teaching should contribute to the acquisition of life-long skills and promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.

At St Michael's CE Primary School we aim that our children:

- will be fluent in the fundamentals of mathematics
- develop a range of mental calculations strategies
- can reason mathematically
- will be able to solve problems by applying their mathematics to a variety of problems including real life situations
- understand the importance of mathematical skills in everyday life.

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Calculations policy
- Assessment and Feedback policy

### 2. PURPOSE OF STUDY

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas. They should also apply their mathematical knowledge across the entire curriculum.

### **3. ORGANISATION**

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 should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.

Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

### **4. PLANNING**

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2 in The National Curriculum in England document. We are required to teach the relevant programme of study by the end of the key stage. Within each key stage, we have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, we introduce key stage content during an earlier key stage, if appropriate. Each teacher is responsible for the planning and differentiation within their classroom. This is monitored by the subject leader and the Senior Leadership Team of St Michael's CE Primary School.

### **5. ASSESSMENT**

All work is marked in line with St Michael's CE Primary School's Marking and Feedback Policy.

Children are continuously assessed to ensure their learning moves forward at an appropriate pace. This takes place in a variety of ways including formative (on-going) and summative (testing) assessment.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **6. USE OF ICT**

Calculators will not be used as a substitute for good written and mental arithmetic. They will be introduced towards the end of key stage 2 to support the children's conceptual understanding and exploration of more complex number problems when written methods are secure. Other ICT will be used when it supports the teaching or learning of a concept.

## **7. SPOKEN LANGUAGE**

The National Curriculum for Mathematics reflects the importance of spoken language in children's development across the whole curriculum. At St Michael's CE Primary School teachers will introduce, model and develop the language used in maths and encourage children to verbalise their understanding of concepts. This communication will take the form of one to one conversations, group and peer discussion.

## **8. HOME LEARNING**

Each week teachers set home learning which either reinforces previous learning or requires children to practise mental maths skills. Home learning is differentiated for children at different levels of understanding. Home learning is introduced in class so children know what they are expected to do.

## **9. RESOURCES**

At St Michael's CE Primary School we use a wide range of resources to support the teaching of maths. These include, but are not limited to, manipulatives such as Numicon, bead strings, place value cards and counters.

## **10. MONITORING**

Class teachers and the Leadership Team, including Governors, will continually monitor Mathematics throughout the year. Monitoring will take place in line with the Monitoring Policy and Schedule and will involve lesson observations, book and planning scrutiny. This policy will be evaluated and revised as appropriate.











