Kincraig Primary School and Children's Centre, Blackpool

Mathematics Policy

September 2015

Aims

At Kincraig Primary school, we believe Mathematics should be:

- Fun
- Hands-on
- Relevant
- Challenging
- Practical

We aim to ensure that children become confident in all areas of mathematics, become secure in their knowledge and are able to apply their learning and solve mathematical problems.

Planning

In Key Stage 1 and Key Stage 2, a weekly plan should be produced, outlining which objectives are intended to be taught. These objectives should be taken from the **New Primary Mathematics Curriculum**. It should include:

- Objectives
- Input
- Activity
- Differentiation
- Adult support
- Plenary
- Evidence of using and applying

If an adult is working with a specific group, it should be highlighted on the plan. Weekly plans should be treated as working documents and changed if necessary, according to the children's learning each day.

Teaching Styles and Strategies

Numeracy lessons should be fun and engaging for the children. Wherever possible, examples should be used as to why the skill they are learning is important and how it is useful in everyday life**. Teachers should plan ample opportunities for using and applying numeracy in math's lessons and across the curriculum.**

In Key Stage 1, practical activities should be used on a regular basis to ensure a hands-on approach to learning; photographs or photocopies should be used to evidence kinesthetic learning.

Written methods should be developed from Reception and used increasingly every year. Where written work is required, teachers should provide questions and activities that allow the children to practice a skill a few times, before challenging them in a different way. Work in books should be dated and the learning objective should be evident. In key stage 1, it should be indicated whether the work is independent or supported by either the teacher or teaching assistant. In key stage 2, it should be indicated where support has been given.

When teaching calculation, the calculation policy should be observed. This shows the skills progression for addition, subtraction, multiplication and division.

Teachers should be responsive to the learning needs throughout the lesson; ensuring children are constantly challenged and offered further support where necessary. Targeted questioning should be a prominent feature of a mathematics lesson.

Marking Guidance

When marking work, positive affirmations should be made to increase the children's confidence. In key stage 1 this will mostly be verbal. In key stage 2, it should be written where appropriate. It should be indicated on written work if objectives have been achieved.

Mistakes *should not* be rubbed out in math's books. Instead, children should be made aware where mistakes have been made and asked to correct them alongside *their previous answer*. This will be more helpful for a teacher to assess how well a child has understood the objective when they review their work.

Children should be informed verbally of their next steps in learning. Wherever possible, these should be recorded in their math's books.

Resources

There are a variety of mathematics resources available throughout the school. General mathematics resources are kept in the large cupboards in the atrium, on the top shelves. Children should have access to resources, within the classroom that will help them to achieve the learning objectives and should be encouraged to ask for resources that they think will help them. KS2 children should be able to access resources independently within the numeracy session.

Assessment

Teachers should make good use of questioning to assess children's understanding and to challenge every child. Each mathematics lesson should be evaluated at the end and plans adapted accordingly. Targets should be updated on a regular basis to see what level a child is working within and to identify next steps in learning.

Teachers should analyse their class data and plan appropriate support for those children, including appropriate support for gifted and talented children.

Monitoring and Evaluation

SLT and the Mathematics Coordinators are responsible for the monitoring of mathematics teaching and the evidence of learning. A monitoring timetable should be produced yearly, identifying what form of monitoring will take place and what the focus shall be. Feedback will then be given orally and recorded on a relevant proforma. New teachers to the school and NQTs should be encouraged to observe good teachers in mathematics.

Foundation Stage

In the Foundation Stage, mathematics is taught as part of the EYFS framework. It should be evident in classrooms where the mathematics area is. Mathematics should be built into other areas of learning through enhancements, e.g. different sized water containers in the water tray. Teachers should encourage children to develop their mathematical thinking during their play and learning.

Mathematics will also be taught through whole class, small group and individual teaching and will be evident on planning.

Teaching Assistants/ Support Staff

Teaching Assistants and Support Staff should be used effectively to support children's mathematical learning. Teachers are responsible for providing weekly plans and should discuss the progress of the pupil's that they were working with at the end of the lesson, in order to plan appropriate follow up activities.

Policy last update 9/9/15:
The Mathematics Policy at Kincraig Primary School will be reviewed and modified on a regular basis at least every two years. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for this policy –Ryan Gumley

Policy Adopted by the Governing Body –

Signed _____ Date _____

Date	Proposed Amendment	Signed