

# QUEENSBRIDGE PRIMARY SCHOOL



# MATHS POLICY

APRIL 2010

# **MISSION STATEMENT**

**Creating future stars...**

**Queensbridge Primary School is a safe, positive, stimulating and welcoming environment that offers all a sense of belonging.**

**We give everyone an enjoyable experience of learning so that our children leave Queensbridge as happy, confident, inspired and motivated lifelong learners.**

**We achieve our full potential through...**

- **challenge**
- **mutual respect and responsibility**
- **high expectations**
- **inspiration and motivation**
- **being independent thinkers**

**Queensbridge Primary School is a culturally rich and diverse community where all voices are heard. We are all valued. We encourage a healthy attitude towards life and learning.**

**January 2009**

## INTRODUCTION

This document sets out our policy for teaching and learning Mathematics within Queensbridge School using the Foundation Stage Curriculum for nursery and reception years and the Renewed Framework for Years 1-6. It also provides clarity for all members of staff teaching mathematics throughout the school in line with the ethos of the Renewed Framework using relevant or appropriate methodology or pedagogy to address individual learning strengths and weaknesses of each pupil (7 strands of maths).

## OBJECTIVES

- For pupils to have a positive attitude towards Maths, an awareness of the fascination of mathematics and the realisation that Maths can be fun and enjoyable.
- To offer children age appropriate learning experiences.
- To develop mathematical reasoning using appropriate Maths vocabulary.
- For children to have access to a wide range of resources, including ICT.
- For children to take part in planned activities that will develop their understanding of numbers and given opportunities to use and apply the skills and knowledge that they have acquired in previous learning experiences in everyday situations.
- For pupils to develop functional skills to solve problems and to think logically.
- To develop mental Arithmetic skills.
- For children to have a wide range of strategies for solving mathematical problems and have methods for cross checking their answers.

## PLANNING

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching units or blocks set out in the framework incorporating all the seven strands.

Medium term planning is carried out half termly. Teachers select their main teaching objectives from the yearly teaching blocks to ensure a balanced mathematics curriculum.

At Queensbridge we recognise the need to revisit topics regularly to consolidate skills and knowledge and then extend them.

Short term planning is carried out fortnightly or every three weeks depending on the unit being taught. Teaching and learning include learning objectives for the mental oral starter and the main activity, resources to be used and any differentiation necessary; support and extension.

Lesson plans are collected and monitored by the Maths Coordinator once every term. Areas of concern are identified and support is provided to equip teachers. Book Scrutiny is also held once every term to match children's work with the lesson plans, to identify gaps in children's learning and to provide support eg. resources, intervention programmes etc.

REVIEW-DIRECT TEACHING-APPLY-ASSESS

### **CROSS CURRICULAR LINKS**

Although Mathematics is taught in Queensbridge School as a separate subject, every effort is made to link Maths with other areas of the curriculum. We try to identify the mathematical possibilities across the curriculum at the planning stage. We also draw children's attention to the links between Maths and other curricular work so children see that Maths is not an isolated subject.

### **SUPPORT PROGRAMMES**

- Springboard- 30 minutes Maths work with targeted groups.
- Maths tutorials (one to one support for Y4-Y6) for children who are underachieving below their age expectation.
- Gifted and Talented support for children who are working at L4 and above.
- Partnership with parents is encouraged through homework eg. Ocean Maths.
- Maths club
- Athletics- online Maths programme for children. Children's work or progress can be monitored by teachers.

## **ASSESSMENT**

Apart from the ongoing formative assessment which happens at the beginning and the end of each unit, children take a test at the end of every term. The attainment level is recorded on a tracking grid.

At the end of the year, the Maths coordinator monitors children's progress by carrying out a whole school audit on the outcome of the test. This audit helps identify the strengths and weaknesses of each mathematical strand. This then informs future planning. Targets are outlined for every year group. (These targets are linked to the Assessing Pupils' Progress.)

## **INCLUSION:**

- To develop every child to their full potential.
- To tailor teaching to meet the needs of the children.
- We aim to take into account the cultural background, gender and Special Needs, including those with English as a second language, both in our teaching attitudes and in the materials we use with our pupils to ensure full inclusion.
- Parents of children with IEPs have the opportunity to meet each term with teachers/ teaching assistants to review, discuss and set new targets.