

Nayland Primary School Policy for Mathematics

Aims:

At Nayland we will endeavour to ensure that every child...

- acquires a wide range of knowledge, understanding, skills and attributes.
- develops a positive attitude towards mathematics and sees it as an interesting and enjoyable subject.
- builds an understanding of mathematics through enquiry, questioning, exploration and problem solving.
- thinks clearly and logically, showing confidence, independence and flexibility.
- applies their mathematics knowledge in a variety of situations and makes mathematical associations in other areas of the curriculum.
- develops personal qualities such as commitment and perseverance and the ability to work independently or collaboratively.
- We will ensure that **the staff...**
- meet the requirements of the National Curriculum
- provide an environment which promotes the learning and practise of mathematics, supplying challenges and a sense of achievement for all pupils at all levels of ability.
- Each child's learning will be suited to his or her individual needs through differentiated activities, resources and levels and support (both peer and adult).

Teaching and Learning

Each class in the school will participate in daily mathematics learning. These lessons will have three main parts:

- an oral/mental starter focusing on a particular objective. The emphasis will be on rapid thinking, response to stimuli, differentiated questions and the use and application of previously taught mathematics.
- a learning time in which differentiated groups will enjoy mathematics activities, suited to their abilities but based around a common learning intention.
- a plenary session to assess children's learning of the objective through sharing work and strategies, verbalising methods and thinking, addressing misconceptions and outlining next steps.

During these lessons the teacher will use a variety of teaching and learning styles to suit the learners including modelling, questioning and discussing.

The Use of ICT in Mathematics

Each class has access to a range of hardware and software, including the internet to reinforce mathematical skills. Children have access to Ipads, laptops and desktop PCs.

Equal Opportunities

Teaching approaches that provide equality of opportunity should:

- ensure that boys and girls participate in the same curriculum
- take account of the different learning styles, interests and concerns of children by using a range of activities and contexts for learning and allow variety of interpretations and outcomes

- avoid gender stereotyping when organizing pupils into groups, assigning them to activities or arranging access to equipment
- take account of pupils specific religious or cultural beliefs relating to the presentation of ideas or experiences or to the use of particular types of equipment

Special educational needs

Maths learning is differentiated to suit the needs and abilities of all our learners. Individuals or groups of children who are experiencing difficulty are supported, which may include intervention support groups.

Assessment

Children's learning is continually assessed through formative and summative strategies, including different questions, observation and the evaluation and/or recorded learning. Teacher's planning is annotated to reflect those learners who exceed or do not meet the objectives.

Resources

The mathematics co-ordinators will regularly monitor the availability and use of resources. Some will be stored centrally but basic and regularly used items will be available in each classroom.