



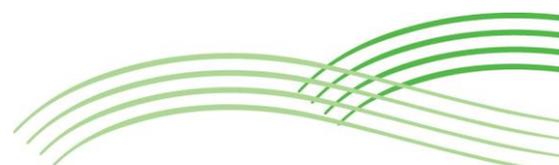
# Haydon Wick Primary School Maths

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## **The Nature of Mathematics**

'Mathematics provides a powerful means of communicating thoughts and ideas. It is used to present information and concepts through figures, letters, tables, charts, diagrams and drawings'.

### **Introduction**

The purpose of this document is to ensure that the National Curriculum for Mathematics 2014 is implemented in a consistent manner throughout the school.

Mathematics has the power to predict, and with it, the requirement to make and check hypotheses. This makes it a useful tool for other subject areas, for everyday life and for the world of work. For many people mathematics has a fascination of its own and can lead to an understanding of how things work.

### **Aims**

Our chief aims in teaching mathematics are:

- to promote enjoyment of learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to understand the importance of mathematics in everyday life.

### **Teaching Context**

The Learning Question/s of each lesson should be clear to provide a focus so that children see a purpose to their maths learning. Pupils will be given the opportunity to experience a wide variety of mathematics activities intended to develop their knowledge and expertise.

- \* Skills: These should be practised thoroughly e.g. use of mathematical equipment, using a compass, reading a thermometer, using a calculator.

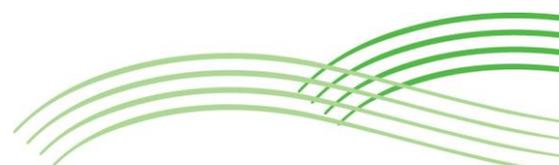
- \* **Facts:** Children should be encouraged to learn and use the correct vocabulary in their maths work and talk about what they are doing to their peers, teacher or other adults. They should also be encouraged to generate their own mathematical questions and ideas, whenever possible.
- \* **Concepts and Understanding:** Activities should show continuity and progression with much concrete experience before moving on to conceptual learning.
- \* **Strategies and processes:** These should include practical tasks, problem solving and investigative approaches as well as maths games.
- \* **Personal:** Children should have opportunities to work through a problem independently and as a member of a group as well as taking part in whole class discussions and activities.

The main emphasis will be on giving pupils the opportunity to become confident and competent with number and the measures in order to develop a greater depth of understanding. There will also be an emphasis on the importance of developing strategies for tackling problems as well as introducing different ways in which our pupils can communicate their findings.

In all classes children have a wide range of mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We use Teaching Assistants to support some children, and to ensure that work is matched to the needs of individuals.

The content of the New National Curriculum for Mathematics 2014 will be used as the basis for planning the work. The subject will be taught as a combination of discrete teaching and special topic units designed to develop specific aspects of the subject, e.g. area, perimeter, time, shape etc.

We use the White Rose Scheme of Work alongside a range of other approaches and support material such as Kangaroo Maths and Arithmekit. We have adopted the 'mastery' approach to teaching mathematics, whereby specific topics (eg. Fractions) are focused upon for a longer period of time in order to develop a greater depth of understanding. We use the 'Do It', 'Secure It', 'Deepen It' structure in our maths teaching to ensure a consistency throughout



the school. Using and applying mathematics will form an important part of the overall provision.

## **Resources**

The maths co-ordinator will monitor the equipment and teachers resources, updating, renewing and replacing these items when needed.

A basic set of maths resources will be available to each class. The children should be taught and encouraged to take responsibility and care for their own equipment.

A range of I.C.T. resources is available to support mathematics teaching.

## **Assessment**

All assessment will link closely with the school's assessment policy.

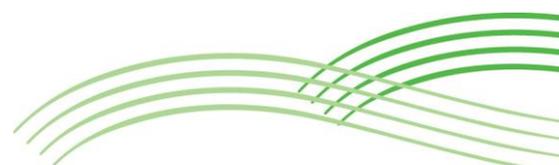
In maths, assessments will be carried out on a regular basis at Data Points throughout the year using a combination of Teacher Assessment and a combination of assessment materials from the White Rose, Headstart, Abacus and Rising Stars.

A verbal report will be given during Parents' Evenings, and pupils will receive a record of their progress in a mid-year report and a yearly report to parents.

## **General Issues**

The following need to be considered when teaching maths:

- \* consistent use of mathematical language
- \* an awareness of the dangers involved in using some equipment, e.g. a pair of compasses
- \* use of I.C.T. in maths when appropriate



- \* the use of display to encourage thought and discussion
- \* giving both boys and girls positive messages about their achievements in maths
- \* making maths equipment easily accessible to encourage and develop problem solving skills.

### **Equal Opportunity**

Equal opportunity will be extended to all pupils. All children have an entitlement to access the work outlined within the New National Curriculum for Mathematics 2014 at an appropriate level.

### **Health and Safety**

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. We invite parents and Teaching Assistants to help the class teacher ensure the safety of the children on such occasions.

### **Special Needs**

Those children who are recognised as having special educational needs will follow a similar scheme of work to that of their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

### **Review of the Policy**

At the end of each academic year, or whenever appropriate, this policy will be discussed and if necessary revised in response to any changes made locally or nationally.

