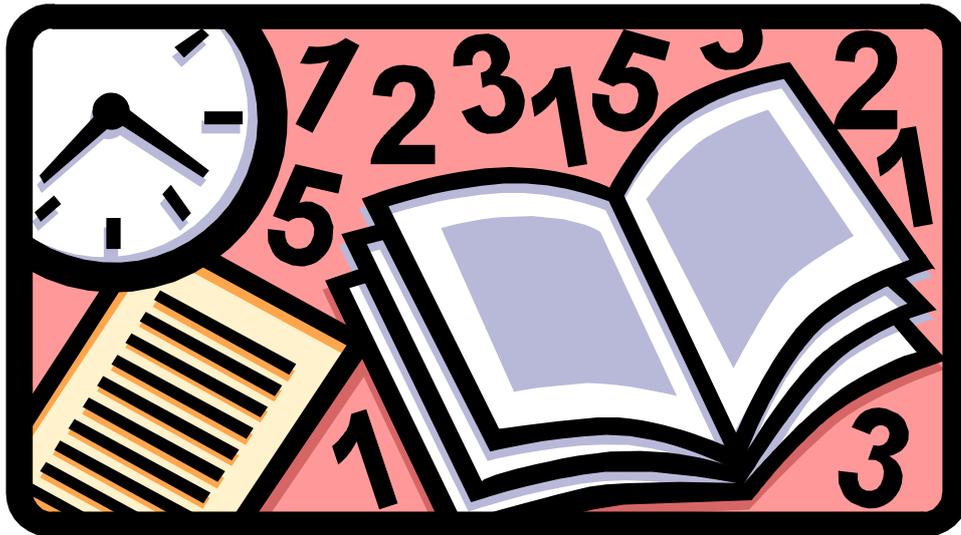




WOOLGROVE SCHOOL

Mathematics Policy



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1. MISSION STATEMENT

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

2. AIMS

Our aims for our teaching and learning within Mathematics are to enable children to:

- Foster an enthusiasm and love of number
- Provide a rich and stimulating environment, where basic skills of number are considered important for everyday life
- Provide opportunities for pupils to become confident, competent in basic number, shape and spatial awareness
- Listen with concentration in order to be able to identify the main points of what they have heard
- Provide a numeric environment where pupils are encouraged to count and describe shape in their setting
- Reflect on and evaluate their own and others' contributions
- Develop skills in line with their Educational Health Care Plan (EHCP)

Programmes of study

At Woolgrove School the Early Years Foundation Stage is covered by pupils in Reception, Year One, Year Two and Year Three followed by the National Curriculum 2014 for mathematics, as appropriate, to Year Six. Throughout the school the programmes of study are given appropriate coverage. This is achieved through schemes of work which are influenced by Early Years Foundation Stage (EYFS) 2012 and the National Curriculum 2014.

Vocabulary

Mathematical vocabulary is a very important element of the mathematics lesson. Children need to understand mathematical vocabulary if they are to make good progress in mathematics. The children should be introduced to appropriate mathematical language at the right time. Staff will need to differentiate for their class where necessary. The use of visual symbols, signing, PECs and Communicate to Print can be used.

Strategies that may help:

- Use practical activity and concrete examples.
- Model correct use of language
- Ask questions to ensure understanding.
- Use a variety of teaching strategies to cater for the individual needs which will include visual, audio and kinaesthetic learners.
- Autism - language suited to needs

Information and Communication Technology

- The use of ICT will promote, enhance and support the teaching of mathematics at whole class, group and individual level. Extensive use of Interactive Whiteboards provides a motivating multi sensory experience for our pupils.
- Digital cameras, iPods, iPads and video recorders are used to produce photographs and recordings which can be used as a stimulus for mathematics.

Planning

There are three levels of planning carried out throughout the school: long-term, medium term and weekly planning. Details of our plans are available on the school website.

Assessment and monitoring

- Pupil progress is monitored using online B-Squared. Progress through these stages should be recorded when the pupil consistently achieves their next stage, and recorded in each pupil's individual file, as part of the Annual Review of the Education Health Care Plan (EHCP) procedure. This is then used to establish new individual targets for each pupil.
- The assessment data is collected regularly throughout the year and is used to monitor and track the progress and attainment of individual pupils and groups of pupils.
- Progress and continuity are ensured through regular monitoring, record keeping, moderation and work scrutinies.
- Assessment is based on teacher observations, questioning, written work and photographic/video evidence.
- Parents/carers discuss pupil progress and achievements in the daily home/school books, informal meetings, parent consultation meetings and at the EHCP Annual Review meeting

Monitoring

Monitoring mathematics will enable the mathematics coordinator to gain an overview of mathematics teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of mathematics teaching and learning the mathematics coordinator will:

- Scrutinise plans to ensure full coverage of the mathematics curriculum requirements
- Analyse children's work
- Moderate children's work within school and across schools
- Observe mathematics teaching and learning in every class

- Moderate children's work within school and across schools
- Observe mathematics teaching and learning in other primary classrooms
- Hold termly planning meetings with teachers
- Analyse assessment data
- Regularly review the mathematics policy and scheme of work alongside teachers
- Meet with the Governor linked to Mathematics development in the school to discuss all aspects of Mathematics teaching, learning, progress and targets in this subject.

Equal Opportunities

All pupils have equal access and inclusive rights to the curriculum, regardless of their age, gender, race, religion, belief, disability, sexual orientation or ability. We plan work that is differentiated for the performance of all groups and individuals. Woolgrove School is committed to creating a positive climate that will enable everyone to work, free from any intimidation or harassment, and to achieve their full potential.