

West Tytherley Primary School

**MATHS POLICY**

**Rationale**

Mathematics has a central place in our school curriculum. It is an essential element of communication and a powerful tool with great relevance in the real world.

**Aim**

To recognise each child's ability in mathematics and plan programmes of work, based on the National Curriculum for Maths, which develops and improves, appropriately, the child's skills and knowledge.

**Objectives**

To develop:

- A positive attitude to mathematics as an interesting and enjoyable subject
- An ability to think clearly and logically and express ideas fluently
- The confidence to try new approaches in solving problems and to persevere
- An ability to work independently, co-operatively and collaboratively
- A knowledge of the nature of numbers, measurement and space leading to recognition of pattern and relationships
- Understanding of mathematics through a process of enquiry, experiment and investigation
- An ability to estimate and approximate sensibly
- An ability to use and interpret a variety of data recorded in graphical and tabulated form
- Appropriate use of the calculator and the computer in mathematical activity

**Guidelines**

Objectives will be achieved by (i) daily mathematics lesson (ii) teachers following the school scheme of work for maths through a balance of teaching and learning styles which include:

- exposition by the teacher
- discussion between teacher, pupils and between pupils themselves
- practical work
- consolidation and the practice of fundamental skills and routines
- problem solving and investigational work
- informal recording methods
- staff will follow the agreed methods to teach the skills progression in .....

**Equal Opportunities**

All children will have access to, and opportunities to experience, the Maths curriculum, regardless of their disability, gender, religion, age, ethnicity, ability or beliefs.

**Other subjects**

We always take the opportunity to link mathematics to other areas of the curriculum wherever possible and relevant.

**Assessment, recording and reporting**

Key objectives in Maths are assessed over the course of a year and recorded in the class teacher's assessment. This is then reported to parents through parent consultations and an annual report.

**Foundation Stage**

We teach Maths in the reception year as an integral part of the topic work covered during the year. As the reception year is part of the Foundation Stage, we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals (E.L.G.), which underpin the curriculum planning for children aged three to five. Maths makes a significant contribution to the E.L.G. in a child's mathematical development.

S.M.S.C.

This can be introduced into Maths by exploring numbers in the universe. By looking in a wider context at the world around us, for example, even the largest numbers we know, won't equal the number of stars in the galaxy, or grains of sand on a beach.

March 1994

9th review      Spring 2012

Next review:    Autumn 2014

Staff

Signed on behalf of the Governing Body

## Appendix 1

### WHAT IS NUMERACY?

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

As a teacher you can help children to acquire this proficiency by giving a sharp focus to the relevant aspects of the programmes of study for mathematics. The outcome should be numerate pupils who are confident enough to tackle mathematical problems without going immediately to teachers or friends for help.

Your pupils should:

- have a sense of the size of a number and where it fits into the number system;
- know by heart, number facts such as number bonds, multiplication tables, doubles and halves;
- use what they know by heart to figure out answers mentally;
- calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- recognise when it is appropriate to use a calculator, and be able to do so effectively;
- make sense of number problems, including non-routine problems, and recognise the operations needed to solve them;
- explain their methods and reasoning using correct mathematical terms;
- judge whether their answers are reasonable and have strategies for checking them where necessary;
- suggest suitable units for measuring, and make sensible estimates of measurements; and
- explain and make predictions from the numbers in graphs, diagrams, charts and tables.