

HIGHFIELD PRIMARY SCHOOL **POLICY FOR MATHEMATICS**

This policy was written with the introduction of the New National Curriculum 2014 and is reviewed annually.

THE MATHEMATICS VISION:

To achieve and enjoy an outstanding maths curriculum, teachers and children will be;

- PASSIONATE about all areas of the maths curriculum and encompass an enthusiastic attitude.
- PREPARED to solve problems, reason mathematically and be confident in the fundamentals of mathematics.
- POSITIVE in approaching new, challenging steps to enhance their learning.

THE AIMS OF TEACHING MATHEMATICS:

The aim of teaching mathematics is based on **three** key principles:

- To become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- To **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

THE APPROACH TO TEACHING MATHEMATICS:

The approach to teaching mathematics is based on **four** key principles:

- Dedicated mathematics lessons
- Direct teaching and interactive work with the whole class and groups
- An emphasis on arithmetic and rapid recall of number facts
- Controlled differentiation, with all children engaged in mathematics relating to a common theme

STRATEGIES FOR THE TEACHING OF MATHEMATICS:

At Key Stage 1, the teaching of mathematics is supported by the Abacus Mathematics scheme. The scheme is a resource to support the teaching of mathematics and where appropriate is supplemented with other support and extension material. It is the responsibility of the class teacher to group the children and differentiate the tasks effectively.

At Key Stage 2, mathematics teaching is supported by the Collins Mathematics Scheme, and may be further supplemented by materials from other schemes, such as Abacus Mathematics.

The key to successful mathematics lessons based on the New National Curriculum 2014 is high quality preparation and effective planning.

The New National Curriculum 2014 is followed. The framework has six main areas of study:

- Numbers (including place value, addition, subtraction, fractions, decimals and percentages)
- Ratio and Proportion
- Algebra
- Measurement
- Geometry
- Statistics

These six areas are not taught in all Year groups however, as the children will be taught specific areas when the New National Curriculum 2014 suggests.

Direct teaching will include a variety of styles, pupil interaction, mental 'warm ups' and discussion. These are all integral parts of the daily mathematics lesson.

ASSESSMENT

Children's work is marked and feedback given with next steps when appropriate. In KS2 children evaluate their learning on traffic light feedback forms. End of unit assessments take place, and combined with observations of work in lessons provide appropriate judgements on progress.

Revised November 2014

Jo Wragg (KS1) and Linda Harrower (KS2)