



LAKESIDE

Community Primary School

LCPS

Mathematics Policy



2015 - 2016

Policy for Mathematics

Subject Aims

Mathematics is a core subject within National Curriculum. The aims for Mathematics are:

- To promote positive attitudes towards mathematics and an enthusiasm for mathematics for life.
- To fulfil the requirements of the Renewed Strategy and the Early Learning Goals.
- To develop mathematical understanding through practical tasks, enquiry and experiment.
- To use mathematics to analyse and communicate information.
- To provide breadth and balance of mathematical activities for all children.
- To provide a differentiated mathematics curriculum to meet the needs of all the children through the continuity of experiences.
- To ensure a progressive development of mathematical concepts, knowledge, skills and attitudes.
- To create an awareness of the relevance of mathematics to the whole curriculum.

Children's learning of Mathematics at LCPS follows the new Maths Curriculum. As a school we have purchased the 'Rising Stars Maths Planning Framework' we will be using this to plan maths sessions. The Foundation Stage will plan Maths activities using 'Numbers and Patterns: Laying Foundations in Mathematics' and 'Little Big Maths'.

We have introduced 'Big Maths'. This will form the basis for mental and oral starters and the teaching of calculations. 'Big Maths' is now used as our calculations policy and shows the progression across the year groups.

The objectives in the yearly teaching programmes cover all aspects of the National Curriculum for Maths in Key Stage 1 and Key Stage 2. The programme for Foundation Stage takes into account the stages within the Early Years Foundation Stage Profile. The children work at levels appropriate to their ability.

Objectives

The children will:

- Experience a balanced range of mathematical activities within Numeracy sessions as an integral part of the whole school curriculum.
- Have opportunities to develop basic mathematical skills, concepts, attitudes and knowledge appropriate to the development of the child.
- Have opportunities to acquire, practise and develop mathematical skills.
- Have opportunities to work in a variety of ways, class, group, individually, depending on the task.
- Have access to practical tasks that will enable them to develop mathematical language.
- Be able to perform basic operations and apply them in a variety of situations.

Curriculum and School Organisation

The new Maths curriculum is split into the following strands:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurement
- Geometry
- Statistics

The Rising Stars planning materials (-Primary Mathematics Planning Framework) has been split into the following themes:

- Number Sense
- Additive Reasoning
- Multiplicative Reasoning
- Geometric Reasoning

These themes are taught several times within the year, each time it builds upon the previous learning.

Mathematics is taught as a separate subject, with links made to topic work as appropriate, and is planned and timetabled in year groups 1 to 6; this equates to a mean of 5 hours per week. 20% of maths will be investigative, these investigations will be topic based where appropriate.

The learning activities are sequenced to ensure progression. This may be by means of direct teaching to the class or small groups, or by providing direct experiences in practical tasks through using a wide range of equipment and resources. Learning activities are revisited regularly throughout the year.

-Big Maths had been introduced across the school. The teaching of calculations now follows the CLIC folder. Number facts will be learned and tested as suggested in the CLIC folder. The implementation of -Big Maths will continue to be monitored and supported over the coming year. -Little Big Maths has recently been introduced across the Foundation Stage. The development of -Little Big Maths will be supported.

Teachers use a range of commercial and self-prepared resources and materials in the delivery of Numeracy/Mathematics.

Practical and investigational resources are held within a central store, whereas more age specific and daily resources are kept in individual classrooms.

Planning and evaluation for Numeracy/Mathematics takes place on a weekly basis. This is done by the class/group teacher and, when possible, with the teaching assistant alongside. This is recorded in short-term plans. Due to the structure of PPA it has meant that it is possible to plan with parallel year groups when completing short term plans.

Time Allocation

Children in KS1 and KS2 participate in 5 sessions for Numeracy/Mathematics within a week. This lasts around 45 minutes for Key Stage 1 and around 60 minutes for Key Stage 2. The Foundation Stage have short daily sessions that cater for various learning styles. These are gradually increased during FS2 to a maximum of 45 minutes by the summer term.

Typical lessons across the school will incorporate:

- A CLIC session (Counting, Learn-Its, It's nothing New, Calculations)
- Group Target Focus
- Main teaching activity
- Independent activity
- Plenary

Time within other subject areas for children to apply and develop their mathematical skills in timetabled appropriately.

Assessment

See assessment policy.

Marking

See marking policy.

The Role of the Mathematics Director of Learning

Maths is led by the Director of Learning and the Maths team. The Director of Learning will decide on the focus for developing the teaching and learning at Lakeside. The Director of Learning will support and guide staff in their teaching of Mathematics.

Other aspects of the role include:

- Yearly reviews of the policy for staff/governors discussion
- Offering advice
- Help in planning
- Yearly mathematics action plan
- Leading staff meetings
- Organising and delivery of Mathematics INSET
- Ordering and co-ordinating resources
- Monitoring of teaching and learning of Numeracy
- Monitoring of Mathematics Assessments

Evaluation

Evaluation and review of the policy for Mathematics takes place on an annual basis.

J Redfern

Mathematics Director of Learning LCPS January 2016
Review date January 2017