

# School Policy for Mathematics



Uffington  
Church of England  
Primary School

## Introduction

The acquisition of and application of mathematical concepts and skills are of vital importance in a modern world.

The primary school Mathematics curriculum should provide a means of exploring the environment, develop the powers of logical thought and be relevant, meaningful and useful in everyday life.

Our school considers the acquisition of mathematical skills to be of fundamental importance and we give the teaching of all aspects of mathematics a high priority.

## Entitlement

Mathematics is a core subject of the National Curriculum and is a statutory part of the school curriculum.

We aim to provide five hours of mathematics teaching per week with opportunities planned for children to develop and apply their mathematical skills across the curriculum wherever possible.

## Aims

The National Curriculum for Mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can **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.

## **Objectives**

- To plan and teach lessons based upon the programmes of study outlined in the National Curriculum.
- To plan differentiated activities appropriate to the needs and abilities of different children.
- To give appropriate support to children with Special Educational Needs within the classroom and, if necessary, from other agencies.
- To support the less able through the use of appropriate intervention strategies and programmes.
- To extend those working at greater depth through more challenging problem-solving and investigative activities.
- To ensure that each child has a secure knowledge of number bonds, multiplication tables, patterns and relationships, enabling swift mental calculations and oral response.
- To teach children how to record their working in different ways appropriate to the task.
- To give children regular opportunities to apply their mathematical skills and understanding through problem-solving and investigative activities.
- To use a range of computer software, web-based resources and programmable toys to support and reinforce learning in Mathematics.
- To use mathematical games to enhance learning.
- To set homework tasks for all children appropriate to age and ability, and to encourage parents and children to practise number skills on a regular basis.

## **Assessment and Recording**

- Day to day assessments are made through marking and observations by class teachers and teaching assistants.
- Work in Mathematics is marked according to the Marking and Feedback Policy.
- Class teachers keep a record of individual assessments throughout the year; these records indicate the level of attainment against the programmes of study for each year group and may be annotated with additional notes.
- Individual assessments against the programmes of study for each year group are made at the end of each term. Outcomes are used to set individual targets for future learning.
- The Foundation Stage Profile is used to record progress in the Mathematical Development element of the Early Years Foundation Stage curriculum in the Reception class.
- Statutory Assessment (SATS) takes place at the end of Key Stage 1 and Key Stage 2 (Years 2 and 6 respectively).
- Progress and attainment in Mathematics are reported to parents at Parents' Evenings and in the Individual Annual Report.

## **Assessment for Learning**

- The learning objective and success criteria are shared with the children at the beginning of the daily mathematics lesson.
- The plenary includes an opportunity for children to assess their work against agreed success criteria and to reflect upon their own learning during the lesson.

- Children are encouraged to complete ‘next steps challenges’ to demonstrate what they have learned and extend their mathematical reasoning.

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This policy has been agreed by the staff and Governing Body and will be reviewed on a biennial basis.

Policy revised to meet the needs of the new National Curriculum	March 2014
Policy reviewed by the Curriculum and Standards Committee	March 2016
Policy reviewed by the Curriculum and Standards Committee	March 2018
Policy reviewed	June 2020
Next review	June 2022