



## NEWHAM BRIDGE LEARNING WALKS POLICY

Reviewed: Spring 2015

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Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of G.B. R.A. Committee

Mathematics is a means of communicating using not only words but symbols. It is a universal language and our understanding of it should be a natural part of our experiences and development. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

### **Aims**

It is our intention to

- build upon the mathematical knowledge already acquired before our children start school
- to help our children acquire a sound understanding of the basic mathematical skills
- to relate basic skills to problem solving
- to consolidate learning through practical skills
- to develop the power of logical reasoning
- to develop positive attitudes, confidence and enjoyment in mathematics

The mathematics curriculum will have –

### **Relevance**

- children will be encouraged to draw upon everyday experiences
- tasks will be such that the ability of each child will be recognised in order to extend the most able, encourage the average ability child and support those with learning difficulties, thus ensuring relevant differentiation

### **Breadth**

Every child should experience the whole range of mathematical concepts in line with the expectations of the National Curriculum, which is set out in six strands:

Number

Fractions

Algebra

Ratio & proportion

Measurement

Geometry

Statistics

Using and applying mathematics is integrated throughout.

## **Balance**

Mathematics is not a subject in isolation, it is an integral part of the whole curriculum as follows:

Developing appropriate language	- English
Measurements, calculations	- Science
Grids, co-ordinates	- Geography
Dates, time	- History
Measurement, design	- Technology
Patterns	- Music
Directions, angles	- P.E.
Collect and classify data	- ICT

Time should be given to the understanding of mathematics through practical activities wherever appropriate and should encourage the ability to investigate and solve problems. Investigations are spontaneous and should be recognised and pursued at the time they occur.

A 'Maths Week' has been organised for the past two years at school, giving all children the opportunity to solve problems at their own level. The main school hall has been set out with differentiated problems for Foundation/KS1 and KS2 children to attempt. It is hoped that this will become a regular feature of the school year.

## **Teaching and Organisation**

In order to deliver the curriculum effectively the following types of organisation will be used

- whole class teaching
- grouping according to interest/ability
- one to one

Classroom assistants can be used to work in small group situations.

## **Differentiation and progression**

Years 1, 3, 4 and 5 will follow and be taught the programmes of study from the National Curriculum 2014.

Year 2 and Year 6 will still follow and be taught the programmes of study from the existing National Curriculum 2000 until the academic year 2015. From September 2015 they will follow and be taught the programmes of study from the National Curriculum 2014.

Children should have opportunities for individual, group and class work. Our scheme of work will provide the framework for skills and knowledge to be developed. Within this, children with particular special needs will need a modified programme. It may be necessary to make reference and application to the previous or the next year's core work.

## **Mental Maths**

Developing mental maths skills is an important part of our curriculum. From Year 2 - Year 6 children complete a Schofield & Simms test every week, which they mark in small groups with an adult on a Friday. This gives them the opportunity to work independently through the week and go over any problems with the adult at the end of the week.

## **Assessment, recording and reporting.**

The assessment, recording and reporting process will follow the whole school policy.

### **Assessment**

- We follow the principles of APP and continually assess pupils contributions and efforts. Each child has an assertive mentoring file called 'Target Tracker' in which they jointly develop Maths targets with staff and assess their developments.
- Children in KS1 & KS2 also have target bookmarks which they use daily. The targets are updated and changed regularly.

We have an Assessment leader who monitors and tracks data and shares findings with all staff.

### **Presentation of children's work**

- children will be encouraged to take a pride in their work to present it in a neat and legible manner
- children's work will be valued and shared via classroom, corridors, art display, good work assemblies and where the opportunity occurs through public presentation.

Children will present their work in a variety of ways

- graphic, diagrammatic representation
- model construction
- oral presentation

### **Equal opportunities**

The teaching of mathematics will be organised in such a way to encourage all pupils regardless of race or gender.

### **Special Needs**

Children who are identified as requiring special needs provision in Mathematics will have an individual learning plan developed by the SENCO and the class-teacher.

### **MAT**

The more able and talented Co-ordinator will liaise with the Maths Leader and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly.

Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. Please also refer to the school's Gifted and Talented Policy.

### **Resources**

Each classroom is appropriately resourced. Additional resources are stored in cupboards and bookshelves in the corridors outside of the classrooms. All equipment for Mathematics is stored in blue containers in line with school policy. Children should be encouraged to value and take care of all equipment.

There are a wealth of ICT resources within school to support and enhance the teaching of Maths. Maths Whizz is used throughout school, KS2 access 'Sumdog' in school and at home to support their learning and a variety of Maths based apps are used.

## **Parental involvement**

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, topic leaflets, homework diaries, reading journals, reports, open days, parental workshops and the website. Parents are also invited into school during Maths week to visit their child's class and look at work they have been doing in Maths lessons. It gives the parents an opportunity to discuss methods the children use with their class teacher.

## **Homework**

Homework is given through school to support work undertaken in class. Years 5 and 6 operate a homework club after school. Regularity and amount of homework differs throughout school and the age ranges with all staff endeavouring to give one piece of Maths

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