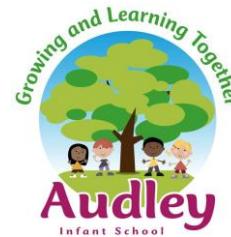


Audley Infant School



Mathematics Policy

At Audley Infant School we aim to lay the foundations of learning which will enable every child to participate fully in everyday life. As mathematics is a vital part of life it is important that we provide the children with the necessary knowledge, skills and understanding to achieve this. We believe that each child is important and has a valid contribution to make the school community of which they are an essential part.

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Aims

Using the Mathematics Programmes of Study from the National Curriculum, and the statements from the EYFS Framework, it is our aim to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative, and an ability to work both independently and in cooperation with others.
- An ability to communicate mathematics.
- An ability to use and apply mathematics across the curriculum and in real life.
- An understanding of mathematics through a process of enquiry and experiment.

Knowledge, Skills and Understanding

- KS1 use the Mathematics Programmes of Study to ensure that all parts of the National Curriculum are taught.
- The Foundation Stage follow the guidance from the EYFS Framework 2014.

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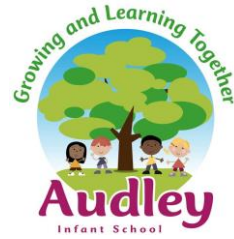


Breadth of Study

- Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:
 - *Practical activities and mathematical games.*
 - *Problem solving and reasoning.*
 - *Individual, group and whole class discussions and activities.*
 - *Open and closed tasks.*
 - *A range of methods of calculating eg mental, pencil and paper.*
 - *Working with computers as a mathematical tool.*
- Our school scheme is a working document and as such is composed of ongoing plans produced on a weekly basis. This is developed from the Mathematics Programme of Study for KS1 and EYFS Framework and takes into consideration the needs of our children.
- Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities.

Planning and Organisation

- Each class teacher is responsible for the delivery and development of mathematics in their class in consultation with and with guidance from the mathematics coordinator.
- The approach to the teaching of mathematics within the school is based on three key principles:
 - *A mathematics lesson every day.*
 - *A clear focus on direct, instructional teaching and interactive oral work with the whole class and group. Teachers will take every opportunity to ask open questions.*
They will probe and challenge answers, and where appropriate ask for alternative strategies or explanations.
 - ***An emphasis on mental calculation & reasoning skills.***
- Each class in KS1 organises a daily lesson of between 45 and 60 minutes for mathematics.
- Teachers in the Foundation Stage base their teaching on the EYFS Framework; this ensures they are working towards the Early Learning Goals in Mathematical Development. The Foundation Stage teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a mental and oral starter followed by group tasks.
- Class teachers work together to draw up the weekly plan for their year group.



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- Lessons are planned in KS1 using a common planning format and are monitored by the mathematics co-ordinator.
- Teachers monitor their teaching and review the effective learning of the children by evaluating the content and delivery of lessons and adjusting these where necessary.
- The Maths co-ordinator monitors lesson plans across Foundation and Key Stage 1 to ensure there is continuity and progression.
- Children in Years 1 & 2 are targeted in small groups through 1st Class @ Number (units 1 & 2) which take place throughout the year (3 times a week), and is delivered by trained TLA 3 staff.

Special Educational Needs

- Children with SEN (at both ends of the spectrum) are taught within the daily mathematics lesson using differentiated activities.
- Where applicable children's EHCPs may incorporate suitable objectives from the Mathematics Programmes of Study and teachers keep these objectives in mind when planning work.
- Support staff work collaboratively with the class teacher to provide additional support where needed.
- In some instances, withdrawal of individual children or small groups may be more appropriate.

Equal Opportunities

- At Audley Infant School we incorporate mathematics into a wide range of cross-curricular subjects.
- As a high proportion of our children are second language learners we support them in the daily mathematics lesson in a variety of ways:
 - *repeating instructions, speaking clearly, emphasising key words (using the correct terminology), using picture cues, playing mathematical games, encouraging children to join in with counting, chanting, finger games and rhymes, using high quality mathematical equipment for example, Numicon.*
- Numbers written in Urdu are displayed in the classrooms.

Assessment & Record Keeping

- Assessment is an integral part of the National Curriculum. As such, ongoing teacher assessments are essential, allowing for rounded, qualitative judgement of a child's work.
- Moderation is carried out internally, initially in year groups and then across school.

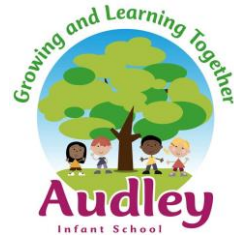


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- Teachers make ongoing, informal formative assessments which are used to help adjust daily plans. These assessments are closely matched to the teaching objectives.
- The evaluation of weekly and termly plans shows what has been taught and what has yet to be learned. This serves as a class record of progress. The teacher may wish to make notes on individual children whose progress differs markedly from the rest of the class, and the reasons for it.
- *Formal Written Tests* – In KS1 teachers use Rising Stars progress assessment tests each half term. The work set, combined with a scrutiny of children's recorded work over the previous six weeks, helps to review how well children have taken in the topics taught and identifies any remaining misconceptions. Children's attainment is recorded on Classroom Monitor at regular times throughout the school year (discussed and agreed at the beginning of the school year with the HT). The class mark books are printed out which highlight any gaps in learning which are then targeted in class.
- Children in Year 2 use the national tests which are used to inform teachers' judgements. Outcomes of the SATs will be analysed annually and appropriate measures will be taken to address any issues.
- P Scales are used when necessary to assess the children's progress and inform teachers' judgements.
- Classroom Monitor is used to record and track children's progress.
- AFL is used (traffic light system) in Y2 to promote learning by monitoring children's progress and identifying their next steps. Effective assessment enables teaching to be matched to learners' needs and facilitates the setting of meaningful targets.

Reporting to Parents

- Full subject reports are completed before the end of the summer term.
- Termly reports are sent home which indicate whether a child is currently working below, at expected, or above the expected level, and also where their expected attainment will be at the end of the school year.
- Parents are given the opportunity to discuss their child's progress formally on two separate occasions – at Parents' Evening in October and March. Parents are also invited into school each half term to look at the children's work and this can be used as an opportunity to discuss any areas of concern.
- At Audley Infant School we have an 'open door' policy and teachers are able to discuss the children's progress with parents when necessary.
- Teachers use the information gathered from their half termly assessments to help them comment on individual children's progress.
- Parents are invited to a formal meeting at the start of each school year which gives information about the maths curriculum for that particular year group and the ways the children can be supported at home.
- Y2 parents are invited into school for a meeting about the end of KS1 SATs – test examples are shown and ways to help the children are discussed.



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- Topic planning sheets are sent home to parents at the beginning of each half term which outlines the areas to be covered in mathematics.
- Leaflets are sent home at the beginning of the school year which outline the objectives for maths for each particular year group.

Differentiation

- This should always be incorporated into all mathematics lessons and can be done in various ways:
 - Stepped Activities, which become more difficult and demanding but cater for the less/more able children.
 - Common Tasks, which are open-ended activities/investigations where differentiation is by outcome.
 - Resourcing which provides a variety of resources depending on abilities e.g. Numicon, counters, cubes, 100 squares, number lines, Base 10, mirrors etc.
 - Grouping according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme and usually at no more than three levels.
 - Mixed Ability Grouping – peer tutoring.

Resources

- There is no one selected published mathematics scheme available to teachers. In the main, resources are an amalgamation of tried and tested activities, copyright free materials from various sources and computer software such as Education City.
- Teachers are responsible for their own resources.
- Teachers have the opportunity to request stock each spring from the mathematics co-ordinator who is responsible for submitting the appropriate bid.
- High quality resources are used in the teaching and assessment of mathematics, for example, Numicon, 1st Class at Number and Rising Stars.

This policy is to be shared with Teachers and Governors.

Shared – February 2020

Reviewed – February 2023