

Clewer Green CE Aided First School

Inspiring Children

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Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

MATHEMATICS POLICY

Aims

Our aim, in line with our distinctively Christian values is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

The aim of the Mathematics programme is to enable all children to enjoy and have positive attitudes towards the subject, achieve a high standard in numeracy and a range of other mathematical skills and apply these with confidence and understanding when solving problems.

Mathematics Policy Introduction

Mathematics teaches children how to make sense of the world around them through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be bold, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all pupils, thus encouraging success at all levels.

School Staff

To promote confidence and competence with numbers and the number system;

Encourage pupils by believing that every child, with hard work, can be good at Mathematics.

To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science;

To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language;

To promote a practical understanding of the ways in which information is gathered, presented and used;

To promote the exploration of features of shape and space and develop measuring skills in a range of contexts;

To understand the importance of Mathematics in everyday use, especially in relation to essential life skills, such as telling the time and understanding money.

Children

To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;

To develop confidence and competence with numbers and the number system;

To develop the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science and Geography;

To develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using mathematical language;

To develop a practical understanding of the ways in which information is gathered and presented;

To explore features of shape and space, and develop measuring skills in a range of contexts;

To understand the importance of Mathematics in everyday life, especially in relation to essential life skills such as telling the time and handling money;

To foster positive attitudes towards Mathematics by developing pupils' confidence, independence, persistence and co-operation skills

Parents and Carers

To be understanding and supportive of our aims in learning and teaching Mathematics.

To attend and contribute to Parent Consultation Meetings.

To support their children with Mathematics homework activities including the importance of learning their number bonds and times tables off by heart.

To praise their children for the good things that they do in Mathematics.

To communicate and work with School whenever further support is needed to develop their children's mathematical skills and understanding.

To make mathematics part of children's everyday lives.

Governors

To appoint a designated link Governor who will meet with the Mathematics Subject Leader at least once a year to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.

Visit the school and talk to pupils about their experiences of Mathematics;

Promote and support the positive involvement of parents in Mathematics;

To be understanding and supportive of our aims in the learning and teaching of Mathematics and to review this policy every three years.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management in Mathematics in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas; strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.

The Subject Leader will train and coach staff on Mathematical pedagogy within the school and keep up to date with developments.

The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in Mathematics and provides data and a subject overview of the strengths and weaknesses of Mathematics within Clewer Green School on a termly basis.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Subject Leader will analyse and track the school's Maths data and report to the FGB annually.

Implementation of the Mathematics Policy

Foundation Stage organisation

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage.

The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and mathematical skills.

The children explore, enjoy, learn about, and use Mathematics in a range of personalised situations.

Mathematics is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.

Key Stage 1 and 2 organisation

Children in KS1 and KS2 are taught Mathematics for approximately 1 hour daily in mixed ability class groups.

At the beginning of each Mathematics lesson all children undertake an Oral/Mental Starter activity.

Planning

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Teachers assess pupils daily through:

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- making observations.

These ongoing assessments inform future teaching and planning.

Termly assessments are carried out across the school. These are used alongside judgements made from classwork to support the teacher in tracking which objectives each child has met, which are then recorded on the School's assessment system.

Cross curricular

Opportunities are used to draw mathematical experiences out of a range of activities in other subjects, such as in PE, Science and Geography, to enable children to apply and use Mathematics in both real life and academic contexts and make links.

Homework

Mathematics homework is set for children in Years 3 and 4 each week. Maths homework will be given out from Terms 1 to 5.

Homework provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Homework activities are varied, interesting and fun so that the children are motivated.

Parents should:

- Help their child to learn their tables.
- Encourage their child to use maths practically. Can they use money? Do they know what time it is when they come to school go to bed etc.

Written: November 2017
To be reviewed: November 2020

_____ Date _____

Neil Laver
Chair of Governors, Clewer Green CE First School