



Copnor Primary School **Mathematics Policy**

Rationale

Mathematics is an important tool for everyday life, which teaches us how to make sense of the world around us, by developing the ability to calculate, reason, and solve problems.

Aims

- to increase pupil confidence in maths
- to develop a positive attitude towards mathematics
- to develop confidence and competence in mathematical knowledge, concepts and skills
- to develop an ability to solve problems, to reason and to think logically whilst becoming fluent in mathematical concepts and methods.

Provision

Curriculum Content

We follow the National Curriculum for Maths which sets out three key aims of fluency, problem solving and reasoning. The content of the curriculum is focused predominately on number but also includes measurement, geometry, statistics and in Year 6 Ratio, Proportion and Algebra.

Curriculum planning

Planning is undertaken at three levels

1. Long term planning is based on the yearly teaching programmes set out by the National Curriculum.
2. Medium term planning is set out on the maths whole school overview.
3. Short term planning is carried out weekly in year group meetings.

Organisation

The daily maths lesson will last for approximately one hour. The pupils are set according to ability for all maths lessons. These groupings are flexible and pupils are moved between sets after teacher consultation.

Teaching Strategies

The teaching of mathematics at Copnor Primary School provides opportunities for :

- written computation
- investigations
- problem solving
- ICT
- Mental and oral
- Group work
- Paired work
- Whole class teaching
- Individual work

- Mathematical discussion
- Consolidation of basic skills and routines

SEN

Children with Special Educational needs are identified through the SEN register and appropriate intervention is carried out in every year group in consultation with the SENCO, Maths Manager and class teacher.

Gifted & Talented

Gifted and talented children will be identified through the Gifted and Talented register and intervention will be provided in the form of an individual program in consultation with the maths manager and class teacher. Such children will have their understanding of mathematical processes broadened through AT1 appropriately levelled Curricular Targets.

Health and Safety – see school policy

Assessment Recording and Reporting – see assessment policy

Assessment is carried out half-termly by measuring children against End of Year expectations for their year group. Ongoing assessments are done through maths challenges and independent tasks given to children at least a week after they have been taught a concept.

The children are judged at the end of the year as to whether they are Emerging, Expected or Exceeding against the end of year expectations for their Year group.

Completion Date: Sept 2016

Review dated: Sept 2018