



## South Otterington Church of England Primary School Policy for Mathematical Development 2015

### Rationale

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

- To raise standards in Mathematics using the Framework for teaching mathematics.
- To develop skills which enable children to use and apply numbers, measures, shape and space and data handling with competence and confidence in a range of contexts.
- To develop children's skills in mental calculation by ensuring they have a repertoire of known facts and strategies to draw upon.
- To promote a positive attitude towards mathematics.

### Planning

We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the **2014 National Curriculum**:

- **Medium term planning shows the sequence of teaching.**
- Weekly plans list the specific learning objectives for each lesson, differentiated activities, resources, focus groups and rich questions to assess and challenge children's understanding.

### Delivery

Teachers implement the daily three part mathematics lesson using the following structure:  
Oral/mental starter, main teaching focus and plenary.

They:

- share clear learning objectives with the children;
- provide daily practice of mental skills including counting, rapid recall, newly learned facts and calculation strategies;
- maintain good pace and use effective questioning;
- use accurate mathematical vocabulary;
- engage pupils in challenging differentiated activities using a range of resources, including ICT as outlined in the Framework;
- **teach children the mental and written calculations as shown in our calculation policy;**
- use real life examples to show the relation between mathematics and the real life problems.

They use a range of teaching styles to incorporate:

- direct teaching
- a high proportion of whole class oral/mental sessions including the use of Number Fun
- group/paired work
- individual work;

### **Assessment for Learning (AFL)**

All children will have an individual mental maths booklet (Journey to Space) where they will work towards specific targets that will improve their mental instant recall. Children will have one session a week focused on mental maths where the teacher will assess each child within a 30 second limit for each target. They will then use this to address areas for improvement.

### **Homework**

All children are expected to practise their individual mental mathematics targets. Other homework will be given at the class teacher's discretion and will consist of consolidation/extension work for the current unit.

### **Monitoring**

Monitoring of the standards of teaching and learning of mathematics is the responsibility of the Headteacher and the Curriculum leader, supported by the Link Governor.

This includes:

- book scrutiny
- pupil conferencing
- Lesson observations
- *Regular* reviews of short term planning
- Termly academic progress

### **Reporting**

Parents are informed of their children's progress in maths through parent/teacher consultations, annual reports and informal discussions throughout the year.

### **Equal opportunities**

We at South Otterington Church of England Primary School view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all members of the school community irrespective of gender, race, religion, disability, age or socio-economic group.