



Clarendon Primary School & Children's Centre

Maths Policy

Aims

- To meet the requirement of the National Curriculum, National Framework for Numeracy and EYFS and help all children to achieve the highest possible standards of achievement.
- To give children the opportunity to use and apply their mathematics across the curriculum and in everyday situations.
- To motivate the children so that they have a positive attitude towards the learning of mathematics and the confidence to apply their knowledge and skills to new areas of learning.
- To provide a variety of teaching styles in the teaching of maths including mental maths, relevant maths games and investigation.
- To ensure that all children have daily opportunities for mental maths.

Organisation

- Numeracy is taught in the school in accordance with the guidance given in the National Curriculum for numeracy and in the revised Early Years Foundations Stage curriculum.
- There is a daily, dedicated mathematics lesson in every class. These lessons are based on clearly identified learning objectives and aim to ensure high expectations and skills progression occur throughout the school.
- To support the effective delivery of maths teaching, a range of strategies and approaches are used across the school. These include pupil exploration of concepts, access to 'practical' hands on learning, opportunities for problem solving and opportunities for mathematical investigation.

Resources

- Resources available for Numeracy include a variety of schemes of work and electronic resources.
- There are also a variety of investigation ideas and additional resources to support the teaching and learning of maths.

- Each class is resourced with equipment relevant to the objectives for that year group. Additional equipment can also be found in the central store cupboard, located on the top floor.

Keeping Evidence

- Each pupil records their work in their exercise book and evidence of progress is assessed using assertive monitoring grids based on APP.
- Evidence may also exist in the form of photographs, displays and teacher observations and notes.
- Additional information may be kept in the Subject Leader's file eg photos or teacher observations.
- Children's work, lesson observations and monitoring of work occurs at specific planned times during the year, as shown in the SDP.

Marking

- Numeracy will be marked to the learning objectives, with next steps for learning provided for the children, through marking and targets, with reference to the agreed marking policy.
- Peer marking and self assessment is also used to promote learning.
- **For further details see Maths Portfolio *See Appendix 1**

Assessment

- Assessment of the children's mathematical capability is achieved by Teacher Assessment throughout the year and half termly level tests, twice yearly SATs at the end of KS1 and KS2.
- Years 3, 4 and 5 also have Optional SATs papers that they undertake during the course of the year.
- Foundation Stage assessments are completed throughout the year.
- Assessments also include assertive assessments, informal observations and oral questioning, regular mental maths tests and reviews of individual or group numeracy targets as demonstrated in Assessment for Learning.

Equal Opportunities and SEN

- Numeracy will be taught with full awareness of the school's Equal Opportunities Policy and SEN Policies.
- Specific interventions are delivered in consultation with the SENCO

Information Technology

- ICT will be incorporated into numeracy wherever it will enhance the learning.

Teaching and Learning

- All approaches to teaching and learning in Numeracy are with an awareness of the school's agreed Learning and Teaching Policy.

Review

Date discussed by staff: Spring term 2014

Date reviewed by governing body: Spring term 2014

Date due for review: Spring term 2017