

# Motcombe



## Mathematics Policy

At Motcombe, Mathematics is highly valued and is seen as a practical, dynamic and enjoyable subject. The children are given the opportunity to experience Mathematics by working co-operatively and making decisions for themselves. The children are encouraged to develop their own mathematical skills further, with the guidance from the teacher. Each child is seen as an individual and is given challenges, which fully extend and develop their enquiring minds.

***We are currently in the process of developing our Maths teaching through a 'Mastery of Maths' approach. This process will take place over the next academic year and will include whole staff training during INSET, regular staff meetings, changes to planning and the purchase of additional resources.***

***This Maths Policy reflects current teaching but will be subject to change as each element of teaching for mastery develops and is embedded.***

Policy reviewed annually in Term 6

## **School Mission Statement**

*'Flying High Together'*

### **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

### **Our School Values**

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

### **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

### **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

## **Aims and Objectives**

Mathematics is a tool that enables the children to more readily understand and appreciate the world in which they live. Maths is everywhere and in order for the children to develop as confident citizens of the future they need mathematical skills.

Using the National Numeracy Strategy and relevant current guidance, we aim to equip the children with these skills, to understand and use the number system, to be able to use calculation procedures, and to have a working knowledge of measures shape and space. We encourage children to apply these skills in a variety of problem solving activities. We recognise that as individuals, children learn in different ways and therefore we use different approaches to enable each child to achieve to the best of their ability.

## **Guidelines**

### **Teaching**

All teaching follows the teaching and learning, and equal opportunities policies.

### **Reception Year**

Using the Early Learning Goals Year R experience mathematical ideas through a variety of planned practical activities in play situations and focussed tasks.

- To build up number knowledge through songs, rhymes and games.
- To be able to follow and build patterns.
- To explore and use apparatus that is consistent throughout the school to support learning.
- To become familiar with shape and measure, and make comparisons.
- To use their knowledge to solve problems.
- To use ICT to support learning at an individual level.
- To build on and explore the use of mathematical vocabulary

### **Assessment**

On going assessments are made by the class teacher during teaching activities and are recorded through written and photographic evidence in the foundation stage profile and the tapestry website that also encourages parents understanding of their child's experiences, abilities, next steps as well as welcoming contributions from home and outside of school.

## **Year 1 and 2**

Following the National Numeracy Strategy and the current national curriculum 2014 guidance, children in Year 1 and 2 will build on the knowledge they have already gained to develop the understanding of:

- Numbers and place value
- Calculations – addition, subtraction, multiplication and division
- Fractions
- Measurement
- Geometry
- Statistics
- Problem Solving

The activities that are planned to cover this curriculum will be matched to the abilities of the children and therefore the tasks will be differentiated. Open-ended tasks may be used to encourage the children to extend their skills. Less able children are supported by giving them extra practical experience and when appropriate more adult support. Able and gifted children are offered more extensive challenges and tasks, teaching them to apply their sound knowledge at a more extensive level.

The children are encouraged to present their work in a way that makes sense to them which can then be communicated to others.

The computers are used to support specific learning objectives. This may be in a mental and oral starter section or when children are working independently. We plan for four timetabled teaching sessions each week. These may be either discreet or topic linked. One of which has a problem solving focus, supported by the range of STOPS resources. We are also including a minimum of three early morning maths sessions which are supported by the 'Maths Passport' resources and are mainly focused on encouraging rapid recall of calculation skills that can then be applied to problem solving activities.

### **Assessment.**

Assessments are based on observations made during normal classroom activities and relate to the specific learning objectives of the areas covered. These formative assessments are used to inform future planning. These assessments also inform levelling each terms where data is entered into Target tracker and evaluations made by class teachers.

### **Non Negotiable.**

Each class should have:

A maths display/working wall

Numicon Numberline Displayed

Challenge table/weekly challenge activity

Months of the year/birthdays.

Clock.

Resources for children to access independently including numicon plates, counters etc

KS1 Large 100 squares.