

Mathematics Policy

Holbrook aims to welcome everybody into our school. We will support all children and staff and provide challenging, fun and exciting learning activities. We will encourage everybody to learn, and learn from mistakes, to be independent and cooperative.

Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at Holbrook Primary School. The policy has been developed and refined as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.

Aims

- To provide regular, quality teaching and learning in mathematics
- To ensure competence and confidence in mathematical knowledge, concepts and skills
- To plan and deliver enjoyable mathematics lessons for all children
- To develop a positive attitude towards mathematics and an awareness of the fascination of mathematics
- To develop children's ability to apply their learning in maths
- To develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- To develop initiative and an ability to work both independently and in cooperation with others
- To develop an ability to communicate mathematics
- To develop an understanding of mathematics through a process of enquiry and experiment

Principles of Practice

- Mathematics should be taught daily wherever possible and as appropriate to the age and needs of the children. This may be as a discrete lesson or as an integrated element of the curriculum. All children will be provided with a wide variety of opportunities and contexts in which to develop their mathematical skills.
- Mathematics lessons are planned to ensure progress for every child. Assessment for learning is used alongside planning guidance to ensure all children have opportunities for success. Challenge is a key feature of mathematics at Holbrook Primary School. A range of methods are taught including mental, paper and pencil and calculator skills.
- Assessment in mathematics is an ongoing process. Teachers and Teaching Assistants work closely with children to gain an accurate picture of their attainment and progress. This is combined with summative assessments and is used to inform planning and progression.
- Mathematics is promoted and high profile at Holbrook Primary School. Lessons are planned carefully to address the specific needs of the children within a class. Lessons should combine:
 - ✓ *practical activities, guided activities and mathematical games*
 - ✓ *problem solving, opportunities to carry out investigations and explorations*
 - ✓ *individual, group and whole class discussions and activities*
 - ✓ *open and closed tasks*
 - ✓ *a range of methods of calculating e.g. mental, pencil and paper and using a calculator*
 - ✓ *working with computers as a mathematical tool*
 - ✓ *Learning through play*
 - ✓ *Learning through game playing*
 - ✓ *Opportunities to communicate and record in a variety of ways*
 - ✓ *Opportunities to learn outside of the classroom*
 - ✓ *Opportunities to reflect on learning and progress*
- Opportunities for children to apply their learning outside of the maths lesson are encouraged. Cross curricular links are made wherever possible and real life contexts are provided as appropriate. The application of maths and problem solving are strands which run throughout mathematics teaching and learning. Children should be provided with opportunities to tackle problems independently.
- The specific vocabulary of mathematics is taught and modelled. Purposeful speaking and listening in maths is encouraged.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.