

## **St Johns Cathedral Catholic Primary School**

### **A Policy for Mathematics**

#### **Rationale:**

Mathematics provides 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 is a useful tool and is an integral part of our culture. This policy is intended to inform staff, governors and parents about the way in which the work in the area of Mathematics is undertaken and developed throughout the school.

#### **Aims and Objectives:**

- To develop basic mathematical concepts
- To enable children to appreciate patterns and relationships
- To enable children to appreciate the nature of numbers and space
- To develop mathematics as an essential tool for communication
- To observe, explore, pose questions and devise ways of answering them
- To develop mathematical skills/ knowledge accompanied by quick recall of basic facts
- To acquire and apply knowledge of computational skills
- To develop favourable attitudes to Mathematics
- To develop an ability to think clearly and logically in Mathematics
- To enable children to work independently and cooperatively
- To help children develop a systematic approach to their work
- To give children confidence in their mathematical abilities

#### **Organisation and Methodology:**

There will be a whole school approach to planning based on the National Curriculum Numeracy Strategy Guidelines. At the Foundation Stage planning will encompass also the Early Learning Goals.

Discrete core work will be undertaken but opportunities will also be taken to develop mathematical work where it arises naturally in other areas of the Curriculum. Provision will be made for different levels of ability.

Children will be given opportunities to:

- Take increasing responsibility for their work
- Work independently and in groups
- Be involved in tasks of varying duration
- Undertake a balanced range of activities
- Use books, computers, calculators and other instruments

ALL children regardless of gender or race will have an equal opportunity to participate in all activities. Appropriate provision will be made for children with S.E.N.

**Content:**

Content will be delivered through the Numeracy Strategy Guidelines. All teachers use the Medium Term Planning Grids to form the basis for their weekly unit/daily lesson plans linked to the Framework objectives. In Year 4,5 and 6 Teachers use Unit Plans as the basis for their weekly planning. Teachers weekly planning sheets are kept in the teacher's planning file and identify:

- Mental/Oral activities
- Learning Objectives
- Whole class activities/Input
- Differentiated group/individual activities
- Key vocabulary
- Homework

**Assessment and Recording:**

Teachers and LSAs are encouraged to annotate weekly planning sheets to indicate group assessments for individual objectives and overall unit evaluations and observations. Half Termly Heinnean Testmaker assessments are completed and levels/scores recorded. Teachers track children's progress by ongoing assessment against the Key Objectives and termly on the whole school Tracking Sheets.

**Resources:**

Each classroom will have a variety of resources appropriate to the age and ability range. Some resources are centrally located with all classes having access to them. The coordinator is responsible for labelling, monitoring and replacing and updating where necessary. Heinnean text/pupil books will support children's work in class and Teachers have been provided with a range of planning/resource books and folders.

**Health and Safety:**

Children must be shown the correct way to use Mathematical equipment and must be made aware of the dangers associated with some e.g. weights and compasses.

**Staff Development:**

Opportunities will be taken for staff to undertake training in Mathematics to develop and reinforce knowledge and skills and to review the latest developments. Advisory staff will be used where possible e.g. to support planning for individual teachers.

S. Dingle  
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