



## HESKIN PEMBERTON'S C.E. PRIMARY SCHOOL



### MATHEMATICS POLICY

*"The essence of mathematics is not to make simple things complicated, but to make complicated things simple."*

*S. Gudder*

*"There are three kinds of people in the world; those who can count and those who can't."*

*Warren Buffet*

#### MISSION STATEMENT

We are a happy Christian school, where everyone is helped to do the best they can.

JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS - PERSISTENCE - THANKFULNESS

#### INTRODUCTION

This policy reflects the school's values, ethos and philosophy in relation to the teaching and learning of mathematics at Heskin Pemberton's Primary School.

#### THE NATURE OF MATHEMATICS

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

Our aim at Heskin Pemberton's is to ensure that each child develops:

- A positive attitude towards all areas of mathematics and an awareness of the fascination of mathematics
- competence and confidence in mathematical knowledge, concepts, skills and abilities
- an understanding of mathematics through a process of enquiry and experiment
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and an ability to work both independently and cooperatively
- an ability to use the language of mathematics to communicate confidently
- an ability to use and apply mathematics across the curriculum and in real life

## INCLUSION

At Heskin Pemberton's we recognise our responsibility to provide a broad and balanced curriculum for all our pupils, as identified in the Inclusion Statement in the National Curriculum. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

## PLANNING & TEACHING MATHEMATICS

The Class Teacher will plan lessons covering the seven strands of learning from the Revised Primary Strategy Framework, encompassing the Mathematics National Curriculum Objectives.

Evaluated Medium Term Plans will be monitored by the Subject Leader and assessed pieces of work will be collected Termly in order to help monitor the attainment of pupils throughout the school.

Mathematics will generally be taught daily throughout the school. However, teachers will use their own professional judgement when alternative organisation is deemed appropriate.

The teachers at Heskin will use a wide range of resources and teaching styles to deliver the Mathematics Curriculum and will endeavour to make suitable and worthwhile links to other areas of the curriculum in order to support the creativity whilst embracing the philosophy of Excellence & Enjoyment.

EYFS

Teachers support children in developing their understanding of problem solving, reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Teachers offer opportunities for these skills to be practised, in order to give children confidence and competence in their use.

This Area of Learning and Development includes seeking patterns, making connections, recognising relationships, working with numbers, shapes, space and measures, and counting, sorting and matching. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other Areas of Learning and Development. Mathematical understanding

## ASSESSMENT, RECORD KEEPING & REPORTING

At Heskin Pemberton's, Assessment is continuous. Members of staff will make informal judgements throughout every lesson and formal assessment and annotations will be made using suitable materials, such as Lancashire's KLIPs

Pupils will also be assessed using:

- Baseline assessment
- EYFS Profile
- End of Key Stage Assessments
- Year 3, 4 & 5 Optional Assessment Papers
- Any additional forms of assessment deemed appropriate by the Subject Leader or Class Teacher

Information gleaned from formal and informal assessment will be used to inform future planning and teaching strategies.

Records of assessment data will be stored electronically using Lancashire's Pupil Tracking System and Question Level Analysis of non-statutory assessment papers may also be used to inform future planning. Parents are welcome to discuss the progress of their child at anytime with the Class Teacher. Formal notification of effort, progress and/or

attainment will take place through Parent-Teacher Meetings, Interim Reports, Annual Reports and through the notification of End of Key Stage SATs results.

## COMPUTING

The pupils at Heskin Pemberton's will be provided with opportunities to use their ICT skills, knowledge and understanding in order to support their work in Mathematics.

## REVIEW

The Policy will next be reviewed in February 2019.

Alan Brindle  
February 2017