

Mayflower Community Academy Mathematics Policy



Together We Can



MAYFLOWER COMMUNITY ACADEMY MATHEMATICS POLICY



INTRODUCTION

At Mayflower Community Academy, Mathematics is integral to all aspects of life and with this in mind we endeavour to ensure that children develop an enthusiastic and confident approach towards Mathematics. Mathematics is a vital tool in providing a foundation for understanding the world and, through the delivery of a high quality Mathematics curriculum, we hope children build a sense of enjoyment and curiosity about the subject.

Currently, our Academy follows the 2014 National Curriculum within Years 4-5 and the EYFS curriculum. Years 1-3 are currently continuing with the Mathematics Enhancement Programme (MEP), developed by Plymouth University, and is using the associated resources together with additional support and activities designed to enhance the mathematical progress of all our learners. Reception will also follow the MEP programme during the summer term.

AIMS

At Mayflower Community Academy we aim:

- To ensure consistency and progression of the teaching and learning of mathematics across the school.
- To build children's confidence and to encourage them to make their own decisions
- To enable pupils to be proficient and competent with a wide range of mathematical contexts including number, measure, geometry and statistics.
- To encourage self-belief and positivity and developing an overall attitude to learning as a life-long pursuit.

TEACHING MATHEMATICS

Delivery of Mathematics

In Key Stage 1 and 2, one hour every day is allocated for teaching mathematics. Through creative and detailed planning of cross curriculum links, children are given further opportunities to apply and develop their mathematical knowledge and skills within a variety of different topics including; History, Science, Design and Technology, Computing, Geography, Art and Physical Education.

In Years 4-6 all teachers follow the same planning format with a mental/oral starter, a main teaching element followed by a plenary. Extra provision is put in place to support and challenge children through adult guided sessions, whole class teaching, small group interventions or individual learning. We also have several specialist Mathematics teachers who spend time with individuals or small groups of children to offer extra support.

EYFS

See EYFS Curriculum guidance for Mathematics.

Key stage 1

In Years 1-3, children will be taught using the MEP Primary Mathematics curriculum which is compatible with the new statutory National Curriculum. MEP, like the new curriculum, ensures that learners:

- become fluent in the fundamentals of mathematics;
- reason mathematically; and
- solve problems.

Fundamental to the MEP interpretation of these aims is to help make all our learners mathematical thinkers and have the confidence to be able to use their skills and knowledge in new contexts. This is why topics such as probability and statistics are promoted throughout the taught curriculum even though some of these topics are not statutory.

This programme also introduces and develops the notation, definitions and concepts that underpin early algebraic thinking and throughout the programme, encourages logic and rigour through problem solving activities.

Key Stage 2

In Years 4-5, children will be taught using the New National Curriculum 2014. Year 6 currently follow the old curriculum in line with the old Key Stage 2 tests. For more information please see the New Curriculum statutory requirements.

ASSESSMENT

Assessment is a vital and continuous part of teaching and learning. It enables teachers to adapt their teaching, meet the needs of all their children and helps the academy to continually assess its progress. Our academy strives to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils ensuring progress is maintained.

We are continually assessing our pupils and recording their progress. Information for assessment will be gathered in various ways: by talking to the children and

observing them and marking their learning. Daily lesson objectives are shared with children during all teaching sessions which are introduced as 'Can I' statements. At the end of each lesson, pupils are given time to reflect and measure their learning against these statements.

The children will be formally assessed each term to record and monitor progress which will then be analysed and discussed during Pupil Progress Meetings and will form class profiles. From these, teachers are able to organise groups, create differentiated planning and identify focus/intervention groups for support and challenge, all of which is monitored by the Mathematics Leader.

See the separate Assessment policy for more information.

ROLE OF THE COORDINATOR

The Mathematics Leader is responsible for co-ordinating Mathematics across the whole academy and is responsible for improving the standards of teaching and learning.

It is their duty to:

- Ensure consistency and progression across the entire Academy.
- Offer support and training to staff in the implementation and assessment of Mathematics.
- Creating and updating school development plans.
- Monitor teacher's planning, marking and teaching alongside children's outcome to ensure high standards of provision.
- To collect evidence of learning which show independent, collaborative and cross-curricular learning.
- Ensure sufficient resources required to teach Mathematics are in place which will be within the confines of the school budget.

REVIEW

This policy will be reviewed every three years or according to the School Improvement Plan.

Written Autumn 2014

Next review Autumn 2017