

## Philosophy

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to value the contribution made by many cultures to the development and application of mathematics. The Mathematics curriculum should provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all pupils, thus encouraging success at all levels.

## Aims

- To equip all children with basic numeracy skills for life.
- To promote confidence and competence with numbers and the number system.
- To promote enjoyment of learning through practical activity, exploration and discussion.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space, and develop measuring skills in a range of contexts.
- To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science.
- To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language.
- To develop the correct use and understanding of mathematical vocabulary.
- To understand the importance of Mathematics in everyday use, especially in relation to essential life skills, such as telling the time and understanding money.

Pupils' spiritual development will be enhanced within the subject by fostering:-

- An ability to reason and solve problems in an ever-changing society.
- A sense of responsibility by experiencing every-day life situations.
- An ability to question others' actions.
- An ability to reflect on learning and explain ones' own ideas.

## Objectives

### Planning

Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage.

KS1 and KS2 teachers use the planning from Entrust, which is aligned with the National Curriculum 2014, to support their planning and delivery of Mathematics teaching.

Short term planning should include specific learning objectives and is differentiated to meet the needs of all children.

All teachers use St Mary's Calculation policy to teach mental and written methods, thus providing continuity throughout the school.

### Teaching and Learning

Teachers are to provide a differentiated multi-sensory approach to the learning of mathematics.

Teachers ensure that pupils' prior knowledge is built upon prior to further teaching in mathematics.

To promote depth and mastery of the curriculum, all teachers provide differentiated challenges within the lesson for all children.

Teachers follow the Magic Mental Methods scheme to promote mental recall and fluency. Certificates are given to motivate the children after each booklet is completed. The booklets are used as a daily homework task.

### Assessment

To ensure children are engaged in their own assessments through the use of steps to success.

To ensure marking annotations are used in children's books. This will show where the children have accessed equipment within lessons. Progress in the lesson and over time is shown using these annotations.

To ensure that the Focus I Pad assessment grids are used for formative assessment.

To use summative assessment methods regularly to inform daily practice (PUMA)

To enable End of Key Stage 1 Statutory assessments to take place appropriately.

### Curriculum

That Cross-curricular links are made wherever possible to enhance and reinforce mathematical skills.

To ensure that a wide range of resources, such as Numicon, number lines, number squares, digit cards and small apparatus are used to support their learning wherever possible.

## **Monitoring**

Senior Management team, Maths Co-ordinator and Governor committee

Formulate: March 2016

Agreed by Staff and Governors

Review: March 2020