

YSGOL GYNRADD



Maths Policy

Introduction

This policy outlines the teaching, organisation and management of mathematics at Albert Primary School.

The implementation of this policy is the responsibility of all staff (teaching and LSAs). The responsibility for monitoring and review is within the remit of the Curriculum Team Leader, the SMT, the Headteacher and finally the Governing Body.

Aims

- Develop pupil's thinking skills
- Promote a positive attitude towards mathematics
- Promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- Develop pupil's competence and confidence in mathematical knowledge, concepts and skills and quick recall of basic facts.
- Develop in pupils the ability to solve problems, to reason, to think logically and to work systematically and accurately
- To empower pupils to understand the importance of mathematics in everyday life and to develop in pupils the ability to use mathematics across the curriculum and in real life situations.
- Improve pupils' skills in applying their mathematical skills across the curriculum.

Learning and Teaching

Learning and teaching of mathematics falls in line with the school's teaching and learning policy and planning structure – where we encompass all learning styles.

Staff plan differentiated activities using our scheme 'Albert Mathstein' which itself includes all areas of the mathematics curriculum as outlined in Government documentation for the delivery of Mathematics for Key Stage 2 and Mathematical Development in the Foundation Phase. It encourages

- Pupils to be able to calculate accurately, mentally and using written methods, drawing on a range of calculation strategies
- Pupils to be able to explain their strategies, methods and reasoning using correct mathematical vocabulary
- Opportunities for pupils to learn through practical experimentation, use of apparatus and a wide range of materials before moving on to abstract concepts and calculations
- Pupils with the opportunity to use and apply mathematics in practical tasks, real life problems, other curriculum areas, use of the indoor and outdoor environment and within mathematics itself.

- Pupils to be involved in the creation of success criteria for a task and are able to use these to assess their learning and take their mathematical learning forward.
- Pupils to develop their own strategies / methods to overcome difficulties.

MAT Maths

More able children are identified through a variety of methods including teacher assessment, Welsh Government test data and day to day activities. Children are challenged within their class lessons and through maths clubs. Teachers identify MAT children on their planning and provide differentiated activities for them.

ALN Maths

Children with Additional Learning Needs are identified through a variety of methods including teacher assessment, Welsh Government test data and day to day activities. Activities are differentiated within their class lessons and through intervention activities either in class or outside class, led by the class teacher and / or other adults. Teachers identify ALN children on their planning and provide differentiated activities for them.

Assessment

Maths is assessed in line with the schools assessment policy and Literacy and Numeracy Skills across the Curriculum policy. In Years 2-6 the children are assessed through the Welsh Government' National Tests for Reading, Numerical Procedure and Numerical Reasoning.

Resources

Resources are audited annually and staff submit wish lists should the following year's topics require further items not available. The maths team leader and staff will monitor resources as they are used should they require updating.

Health and Safety

Learning and teaching of mathematics is in line with our Health and Safety Policy.

Equalities

Mathematics is a core subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum Programmes of study.

All pupils are entitled to access the maths curriculum at a level appropriate to their needs arising from race, gender religion, social background, culture or disability.

In line with our Strategic Equalities Plan we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Document Information			
Created by -	Marilyn Lewis	Reviewed by -	Curriculum Committee
Last Review-	October 2014	Next review -	September 2017
Review Cycle -	Every 3 years	Accepted by FGB -	October 2014
Chair of Governors -	Ms. Heather Brown		
Headteacher -	Huw Jones		