Jesus said *'I have come so that you might have life - life in all its fullness'* St John's gospel Chapter 10, verse 10

Brill Church of England School Maths Policy

Policy Reviewed	October 2018	Sept 2019	Sept '20	Sept '21	Sept'22
Policy Owner	L.White	A.Butler	A.Butler	A.Butler	A.Butler
Signed Headteacher					
Review date	October 2019	Sept 2020	Sept '21	Sept '22	Sept '23

Brill C of E Primary School - Maths Policy

Definition:
As Maths is all around us in our daily lives, we aim to ensure that children are aware of how to apply learning to every day scenarios. We encourage the application of Maths in real life contexts by incorporating cross curricular links as opportunities arise. The teaching of Maths includes a wide range of experiences for pupils that foster logical and positive thinking, develop a knowledge of, and ability to apply functional mathematics and give children confidence and enjoyment.

Aims
The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.
- The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Aims:

- Provide structured and progressive means of enabling each child to become familiar with all aspects of Maths.
- Enhance and develop cross curricular links when planning, observing, predicting and solving problems.
- Give children a range of opportunities for challenge in maths, through problem solving, enabling the development of reflection, resilience and reasoning.
- Foster and develop a range of strategies to solve real life problems.
- Give opportunities to develop the use of mathematical vocabulary to enable confidence when expressing logical mathematical ideas.
- Provide ICT opportunities to enhance and supplement mathematical knowledge.

We aim to raise the achievement of all children by ensuring a sound understanding of key objectives.

To achieve this we:

- Reinforce the importance of remembering key facts through tables (Wizard Maths) and mental arithmetic tests;
- Set whole school targets to ensure consolidation of basic skills for all;
- Secure use of mathematical language by encouraging speaking and listening skills.

- The use of CPA (concrete, pictorial, abstract) approach is well used across the whole to support and deepen children's learning.

We encourage and foster a culture of growth mind-set when children meeting a problem; this is highlighted by the school's learning values (motivation, collaboration and imagination). We introduce the children to a wide range of strategies to solve and overcome difficult problems.

Curriculum:
We follow the principles of the Primary Strategy. We follow the aims and objectives given in the Buckinghamshire Learning Tracks, supplemented by scheme material. Able and talented children are extended by providing challenging problem solving activities designed to develop their ability to apply acquired strategies. Children may be taught in differentiated groups, individually or as a whole class as appropriate to each lesson. Every child is given the opportunity to access the teaching of maths at Brill. Provision is made for effective differentiation of tasks and appropriate levels of support (and additional support/provision) are available for all abilities. Teachers endeavour to cater for different learning styles, e.g. kinaesthetic, visual and auditory. This is dependent on the cohort and on the topic being studied.

Monitoring
The maths curriculum is monitored by the maths coordinator through lesson observations, scrutiny of planning and children's work, staff meetings, discussions with children and various summative assessment schemes (NFER, TestBase PUMA). The coordinator analyses assessment outcomes and sets school wide targets. Class teachers set group and/or individual targets to encourage high aspirations.