

Introduction

This policy has been written as a response to changes in the teaching of Maths through the New Primary Curriculum 2014.

It is a statement of the aims, principles and the teaching and learning of Maths at John T. Rice Infant School. At John T. Rice Infant School we aim to develop knowledge, the skills needed in Maths to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems and apply their mathematical knowledge to science and other subjects. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

Aims

In Maths we aim for the children: -

- to become fluent in the fundamentals of mathematics, 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.
- to 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.

Objectives

In Mathematics the children will be taught the age appropriate objectives from the National Curriculum programme of study for:

- Number –
 - Number & place value
 - Addition & Subtraction
 - Multiplication & Division
 - Fractions
- Measurement
- Geometry
 - Properties of shapes
 - Position and direction
- Statistics

Teaching & Learning

Our Curriculum

At John T. Rice we follow the Learning Challenge Curriculum. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then inspire them through an initial key question and subsequent questions to investigate. Each Learning Challenge has a 'wow' to begin each half term and its own reflection at the close. By using these there is a more complete level of challenge for the pupils.

Planning

Our long term planning is based on a two year planning cycle with a different Learning Challenge each half term and a planned in 'wow'.

Key Stage teams meet half termly to discuss the medium term planning. We follow the Focus Maths plan to ensure that the each class provides complete coverage and progression through Years 1 & 2. Class teachers will highlight the intended objectives on the National Curriculum document to show this coverage.

Class teachers have responsibility for using the focus weekly planning as a basis and adapt to suit the needs of the children using assessment for learning.

Non-negotiables

Non-negotiables are a clear map of the basic skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the Maths curriculum.

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform planning. Summative assessments are used at the end of each half-term through Scholar Pack, to show progression throughout Foundation Stage and Key Stage 1.

Work scrutinies will be completed half termly (with either the SLT or teaching staff) to monitor the quality and consistency of work in Maths. Termly planning scrutinies will take place to monitor coverage and progression of Maths across the key stage. Due to the cross curricular nature of the Learning Challenge approach, Teaching & Learning observations will be conducted termly and used to monitor a range of subject areas.

Speaking & Listening

Speaking and listening activities should be encouraged within Maths whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

E-Safety

Whilst using a wide range of technologies to teach Maths, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff in Autumn 2017 and has been agreed by the Governing Body. This policy will be reviewed in Autumn 2018.