



WOODLANDS FEDERATION

Mathematics Policy

**Written: February 2018
To be reviewed 2021**



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AIMS:

- To give all pupils a common entitlement to a high quality education in mathematics
- To give clarity to staff about expectations for planning and assessment

TEACHING:

- Each child should have a daily lesson in mathematics, of appropriate length, depending on their age.
- Direct teaching should include the use of concrete apparatus and images that support the development of concepts, moving to abstract representation. This should happen at all ages and stages of primary education.
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- The principles of Assessment for Learning (AfL) will be followed in mathematics lessons (Learning Intentions, success criteria, Learning Partners, Feedback, High order questions).

PLANNING:

- We follow the statutory guidance of Curriculum 2014
- We use the White Rose planning as a guide for coverage and expectation.
- We refer to the calculation policy
- We may use a variety of other frameworks, such as Numicon, to support learning.

RESOURCES:

They are freely available in all classrooms. If additional apparatus is required the subject leader will be available to advise.

ASSESSMENT and REPORTING TO PARENTS:

- Day to day assessment is on-going and formative.
- Summative assessments are made regularly against year group criteria and end of year Key Performance Indicators.
- Teachers feedback to parents at least 3 times per year. Two of these are conversations at parent/teacher meetings and the third is a written report. This written report will contain information about progress made and levels of effort and attainment.

RECORDING OF WORK:

- Work may be recorded in photographs, video and sound, pictorially as well as abstract form.
- When recording work in books, the school's presentation policy applies.

MEETING THE NEEDS OF ALL PUPILS:

- Lessons are differentiated to meet the needs of all learners. This may be with different levels of questioning, adult support or early intervention.

WORKING WITH PARENTS

- Parents will be informed of how they can help their child with maths – for instance, learning number bonds and tables.
- Parents will be informed of how we teach written calculations.
- Parents will be invited to workshops on how to help their children with maths.

SMSC:

- Every opportunity is taken to apply mathematics to the wider curriculum.
- Every opportunity is taken to develop the 'wonder' of maths alongside an appreciation of cultural differences within pattern and number.

OTHER POLICIES THAT APPLY:

- Marking and Feedback Policy
- Presentation
- Behaviour