

New Hope Christian School (NHCS) Maths Policy Statement

Aims

We aim to develop positive attitudes towards maths and to give children a sense of achievement.

We aim to raise the child's confidence in order for them to overcome difficulties and question everything in mathematics. We encourage children to develop many strategies for solving mental calculations, written calculations and word problems. We want to develop an ability to apply maths to other areas of the curriculum and keep up to date with the changing world.

We aim to stimulate a natural curiosity to ask questions, explore patterns and explain their reasoning through discussion with maths partners or the whole group. Weekly problem solving activities in all year groups enable children to use their mathematical knowledge and understanding to work out real life problems. We aim to raise children's self esteem and confidence and encourage them to use reflection and thinking skills.

We aim to make mathematics accessible to all in our school community by providing support to parents, teachers, teaching assistants and children; helping all to move forward and rise to the challenge that mathematics provides.

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavor to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

Curriculum Management and School Organisation

1. Some oral work and mental calculations to be discussed as a class.
2. An introduction to the main activity occurs where the learning objective for the lesson

is made clear and is displayed.

3. The main section of the lesson where children will work at a differentiated level applicable to their needs and requirements.

4. A plenary to check the child's understanding, progress or misconceptions finishes the lesson and the learning objectives are reviewed.

In addition to this, lessons will be managed in line with our ***Teaching and Learning Policy***.

Children will have many opportunities to work in paired / group situations which will enable them to support one another in their learning and understanding.

In order to raise the profile of mathematics within the school, weekly brainteasers are set for Mathematics assembly will be held half-termly and themed weeks will also include elements of mathematics learning.

Planning

All teachers follow the Accelerated Christian Education (A.C.E) objectives and the recommended format for planning.

Teaching style and classroom management

The focus is on individualised learning at each child's own pace. The aim of all maths lessons is to help the child to make progress in every lesson based upon a common objective.

High quality teaching and Learning with oral interactivity that is enjoyable and lively. It is a two way process where pupils are expected to play an active part by answering questions, contributing points to discussions, and explaining and demonstrating their methods in class.

Directing: sharing the objectives with the class and ensuring the pupils know what they are learning.

Instructing: giving information.

Demonstrating: showing, describing and modeling mathematics using appropriate

resources and visual aids.

Explaining and illustrating: giving accurate, well-paced explanations and referring to previous work or methods.

Questioning and discussing: questioning to ensure that all pupils take part and choosing appropriate forms of questioning related to the objective.

Consolidating: maximizing opportunities to reinforce and develop what has been taught.

Evaluating pupils' responses: identifying mistakes and using them as positive teaching points and discussing misconceptions.

Summarising: reviewing during and towards the end of a lesson the mathematics that has been taught and what pupils have learned.

Assessment

In line with our **Assessment Policy**,

Formal summative assessments will be carried out at the end of every key stage in accordance with the Curriculum assessment requirements. assessments will be carried out in reception and optional summative assessments will be carried out in

years 1,3,4 and 5.

All assessment records and progress made towards "next step targets" will be given to the

next teacher as part of our procedure for the passing of information.

Reporting procedures are in line with DFE regulations. Parents receive an annual written

report and are invited to three parents' evenings throughout the academic year.

SEN Provision

In line with our **Special Educational Needs Policy**, targets from Individual Education Plans

should be incorporated into the weekly planning for mathematics.

Special Educational

English as an Additional Language

Children with English as an additional language will be assessed on entry to the school.

We acknowledge other cultures number systems and numerals.

We use direct teaching of mathematical vocabulary throughout the lessons. Work will be differentiated appropriately according to the needs of the child and level of English acquisition. As maths can be a very practical subject it provides excellent opportunities for EAL children to acquire and practice their language skills.

Equal Opportunities

In line with our **Equal Opportunities and Cultural Diversity Policy**, all pupils are given access to the mathematics curriculum regardless of sex, religion, age or ethnic origin. We will strive to provide a range of texts and activities which reflect the diversity of our culture.

Homework

" The daily maths lesson provides opportunities for children to practise and consolidate their

skills and knowledge, to develop and extend their techniques and strategies, and to prepare for future learning You can extend these opportunities, through out-of-class activities

In line with our **Homework Policy**, we will set out-of-class activities or homework Homework will be linked to the work happening at school in order to inform both the teacher about the child's recall of the objectives and also the parents about what their child is currently learning about in school. All activities need to be frequent, short and focused.

In mental / oral work at the start of the lesson facts practised the night before may be recalled and misconceptions or errors discussed.

Other activities for home, which may be used to reinforce work during the lesson, are: games, recall of mental strategies, gathering information for data handling, thinking about how a problem can be solved or preparing a contribution to a class presentation. We encourage the involvement of parents in the children's learning of mathematics and actively promote home – school links.

progress through the action plan.

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