



BUXTON INFANT SCHOOL

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MATHEMATICS POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 26th January 2021

It will be reviewed June 2024

Signed:

Date:

Mathematics Policy

Definitions

Maths is a universal part of human culture. It is a key building block of everything in our daily lives. It is the tool and language of commerce, engineering, physics, computing, biology, and other sciences. It helps us recognise patterns and to understand the world around us.

Aims

We aim for children:

- to be positive about, and enjoy, mathematics,
- to be able to see the relevance of mathematics to everyday life,
- to develop logical, independent and flexible thinking,
- to develop fluency and confidence in their mathematical abilities.
- to apply their mathematical knowledge to solve problems.

Objectives:

Children should:

- become fluent in the fundamentals of mathematics,
- reason mathematically by following a line of enquiry,
- use mathematical language to explain their thinking,
- develop understanding of concepts,
- develop the ability to recall and apply knowledge rapidly and accurately,
- develop oral, mental and written skills,
- work systematically and with perseverance,
- work independently and cooperatively.

Content

Buxton Infant School (BIS) follows the programmes of study set out in Curriculum 2014.

There will normally be a daily mathematics lesson in KS1 of 40-50 minutes.

Mathematics will also normally be taught daily in the Early Years Foundation Stage (EYFS) following the EYFS curriculum: the time will vary according to the age of children and the content being taught.

EYFS follow the EYFS curriculum; mathematics being one of the areas of learning and development through which some of the other areas of learning (communication and language, physical development, personal, social and emotional development) are strengthened and applied, maths is a specific area of learning.

Playing and exploring, investigating and experiencing, and active learning will form the basis of mathematics learning in EYFS and will continue to be a significant part of learning, even as children progress to a more formal learning style in Y1 and 2.

Teaching and planning will follow a mastery approach which allows for flexible groupings each day.

Teaching will be differentiated to meet the needs of children of all abilities, from those needing extra input in order to meet their age-related expectations, to those

that are the most gifted.

Health and Safety

School will ensure that risk assessments will be carried out for anything potentially hazardous. Any visiting speakers will also be subject to relevant checks.

Assessment

Children in both Foundation Stage and KS1 will be continuously assessed through ongoing formative assessment. Observations in FS and assessment through the guided teaching of maths in KS1 will monitor children's progress.

Every child will have a guided teaching session in FS and KS1 at least once a week with the teacher, and additionally with a teaching assistant where possible. These assessments will always inform future planning of teaching and learning opportunities.

The attainment of children will be assessed and moderated on a termly basis.

This level of current attainment will be recorded on a school tracking grid which charts the progress of each child over time. End of KS 1 assessment will be carried out by teacher assessment, together with the government-provided standardised assessments.

Marking and Feedback

Correct answers will be ticked, and incorrect answers not marked but acknowledged. A comment will be written at the end of the piece of the child's work in relation to the learning objective. This comment will sometimes have 2 positives and an indication for improvement where applicable. Comments will be read to the child and the child will be given time to correct work, and support from a TA or teacher to correct misconceptions. Simple errors will be addressed through a 'fix-it' system where the children are to identify their mistake and 'fix-it' independently. If they are unable to see their error, then this should inform teacher's planning for the next lesson. Fix its should only be given to inform the teacher of the children's understanding, they should not be given if the child has only got one or two wrong within a group of calculations where their success rate is high.

At least once a week, each child will have the opportunity for a 'fix-it' session with a teacher or teaching assistant, where they can correct or improve work they have done. The fix-it should be done in a coloured pencil. If a child has a significant misunderstanding of concepts then this will be recorded in their books, and it will be noted on assessment sheets in order to inform future planning. The teacher or TA will discuss with children their misconceptions and use a stamp to indicate that a conversation has been had.

Targets

Each year group sends three progressive maths targets home as part of each child's individual target sheet. These are reviewed and given out, 3 times a year.

Monitoring

Planning of maths teaching will be submitted to the maths coordinator and the Head teacher for monitoring.

The Headteacher and maths coordinator will monitor teaching through lesson

observations on a regular basis.

Cross Curricular links

Opportunities to use maths in other subject areas, especially Science and ICT will be developed so that children perceive the relevance of maths to a wide range of other subjects.

Parental Involvement.

Parents are encouraged to involve themselves with their children's maths learning. Maths Together sessions will be held in each classroom at least 3 times a year. They will follow a theme throughout the school. A maths activity (investigation or game) will be sent home for parents to do with their children once every term (6 times a year).

Equal Opportunities

All children will be given equal access to maths, irrespective of race, gender, creed, level of ability or nationality

Adopted by the Curriculum Committee on **26th January 2021**