

CRIBDEN HOUSE SCHOOL

MATHEMATICS CURRICULUM POLICY

Introduction

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships, which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Aims

Through careful planning and preparation we aim to ensure that throughout our school children are given opportunities to develop:

- A positive attitude towards mathematics
- Competence and confidence in mathematical knowledge, concepts and skills
- Practical activities and mathematical games
- An ability to solve problems, reason, to think logically and to work systematically and accurately.
- Open and closed tasks
- Individual, group and class discussions and activities
- An ability to use and apply mathematics across the curriculum and in real life
- A range of methods of calculating - mental, pencil and paper and using a calculator.
- Working with computers/Ipads as a mathematical tool

Scheme of Learning and the National Curriculum

Our scheme of learning is in line with the Lancashire Mathematics Curriculum. This scheme follows the objectives directly from the new National Curriculum 2014.

The planning starts with an overview document. This identifies six half termly blocks of six weeks with focus areas of mathematics for each week. The units are designed to be cohesive and allow for application of learning and skills across the mathematics curriculum. Class teacher's planning is unique to cater for a range of learners. A mathematics progression document is used to ensure objectives are appropriately matched to the level of the children and sufficient challenge is in place.

Mathematical resources are stored centrally and are audited annually.

Planning

Each class teacher is responsible for the mathematics in their class in consultation and with guidance from the maths subject leader and senior management. Some children are withdrawn from class on a 1:1 basis for extra individual numeracy support, including wave 3 interventions if this cannot be addressed within the daily mathematics lesson.

Maths planning is placed on the teachers drive on a Monday morning.

Cross - curricular

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities. Forest school activities also provide opportunities for children to learn mathematics outdoors.

Recording

There are occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work, including pictures and they are encouraged and helped to use the most appropriate and efficient method of recording. Children will record in appropriate squared books according to age and need.

All children are encouraged to work tidily and neatly when recording their work. When using squares one square should be used for each digit.

Calculations - see separate policy

Approved by Curriculum Committee: 25.11.14

Reviewed: July 16

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