

## FLUSHING C OF E PRIMARY SCHOOL NUMERACY POLICY

### GUIDING PRINCIPLES

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to the planning, delivery and assessment of the mathematics' curriculum. The mathematics taught and the methods used reflect the recommendations outlined in the following documents:

- a. DfES curriculum Maths programme of study KS1 and 2 (updated 2014)
- b. Statutory framework for Early Years and Foundation Stage (2017)
- c. White Rose Maths schemes of learning
- d. Penryn Partnership Calculation Policy

### Aims

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. It gives children the opportunity to master their understanding by explaining and developing their ideas and understanding through small step learning

### At Flushing C of E Primary School we aim to:

- develop a positive attitude to maths as an interesting and attractive subject where children will enjoy their successes.
- develop mathematical understanding through systematic direct teaching of appropriate learning objectives;
- encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life;
- develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary (as detailed in DfES 'mathematical vocabulary');
- develop an appreciation of relationships within maths;
- develop ability to think clearly and logically with independence of thought and flexibility of mind;
- develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal;
- develop mathematical skills and knowledge and quick recall of basic facts.

### Implementation - Teaching and Learning

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons.

We teach daily maths lessons that have a mixture of whole-class and group teaching. During these lessons we encourage children to ask as well as answer mathematical questions. Children have the opportunity to use a wide range of resources such as number lines, number squares, digit cards, numicon, base 10 apparatus and small apparatus to support their work.

We give children of all ages the opportunity to use concrete apparatus, pictorial representations and use more abstract methods. In all classes we recognize that there are children of differing mathematical abilities. All children, unless SEN, will be taught their year group objectives but tasks will be differentiated appropriately to offer support and challenge.

We are following a mastery approach to our teaching and learning. We think mastery of anything - playing an instrument, speaking a new language, mathematics - takes a very long time. That's why we talk about the "journey to mastery." For example, children start learning to add in early years and keep developing their skills over many

years - from single digit numbers, to multi-digit numbers, then decimals, then fractions, then negatives, addition in different units (such as time calculations "35 minutes after 12:45pm") etc. It would take several years to master addition, arguably one of the most basic concepts in mathematics so what we do is break the journey down into small steps, spending time carefully considering each.

Through intelligent practice and building up experience of different contexts, gradually we move towards mastery where students are fluent in the unfamiliar and can apply their skills in any new situation

### **Monitoring and Review**

Monitoring of the standards of children's work and of quality of teaching in mathematics is the responsibility of the Head Teacher and Link Governor supported by the subject leader.

The work of the subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Cross-curricular links**

Numeracy is best taught when children recognise and work within the different contexts in which numbers, shapes, measurements, estimates, patterns, and so on, occur. Where possible, maths units are linked to our termly topics.

### **Calculation Policy**

Please see the Penryn Partnership Calculation Policy to see the methods we use and how they are taught.

### **Policy Review**

This policy will be reviewed according to the school policy review cycle document.

Signed \_\_\_\_\_

Date \_\_\_\_\_