

# Canonbury Primary School



## Canonbury Primary School Mathematics Policy 2008

### Rational

Mathematics assists us to make sense of the world around us. It is of central importance to modern society. It provides the vital underpinning of the knowledge economy. It is essential in the development of physical sciences, technology, business, financial services. The acquisition of basic mathematical skills, referred to throughout this document as 'numeracy', is vital to the life opportunities and achievements of individual citizens.

Mathematics provides a powerful universal language and toolkit for abstraction, generalisation and synthesis. It enables us to probe the natural universe and develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living.

Mathematical skills are highly valued and sought after.

### Aim

#### Our mathematics programme will:

- ensure pupils experience the excitement of learning mathematics
- provide pupils with a balance of exploration, acquisition, consolidation and application of numeracy skills
- direct and steer pupils to explore, identify, and use patterns and properties and model this process
- build in frequent short and sharp periods of practice and consolidation
- engage pupil's thinking, giving sufficient time for dialogue and discussion and space to think
- demonstrate the correct use of mathematical vocabulary, language and symbols, images, diagrams and models as tools to support and extend thinking
- give well directed opportunities for children to use and apply their learning
- teach children how to evaluate solutions, analyse methods and understand why some methods are more efficient than others
- pause and reflect on and review children's learning with them
- model with children how they identify their learning skills, and manage and review their own learning

### How will we do this?

- through the use of a variety of Teaching and Learning approaches
- through the provision of daily mathematics lessons
- by identifying opportunities to use and apply numeracy skills and practices in everyday situations.
- through the use of setting when and where appropriate to the needs of pupils individually and collectively
- through continuous assessment for learning, reflection and revision of programmes that maximise opportunities to both learn and teach.
- through the provision of both wave 2 and wave 3\* opportunities to learn when and where appropriate (these include booster, springboard, Easter School, mentoring, small group teaching, differentiation within setting and class grouping)
- through the provision of cross curricular links that capitalise on the opportunities to apply and extend mathematical skills we are learning in everyday life situations
- through the use of formative, summative and diagnostic assessment tools which will inform and evaluate our practice (these include Benchmarking, Records of Assessment, SAT's and Optional SAT's)

### How will we know we are successful?

- When pupils progress is in line with their expected potential
- when the monitoring of mathematics Teaching and Learning through Teacher Observation, book sampling, pupil Learning Conversations and evidence reflecting our aims both intrinsic and extrinsically shows expected or above progress.
- When provision includes both Wave 2 and Wave 3 opportunities for learning.

\* *'Wave 2 and 3 refer to the provision of learning that occurs beyond the classroom practice. 2 being first stage intervention and 3 SEN stage intervention.'*

'Create, discover and succeed together'