

Gorse Bank Primary School

Maths Subject Policy

This review: Autumn 2015
Next review: Autumn 2018

‘high- quality mathematics provides a foundation for understanding the world’
(Primary National Curriculum, 2014)

The ‘Big Ideas’ of Maths

Knowing and using number
Adding and Subtracting
Multiplying and Dividing
Using fractions
Using measures
Using geometry
Using statistics

Why pupils learn Maths

- to become fluent in the usage of maths, including through varied and frequent practice with increasingly complex problems overtime, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems in to a series of simpler steps and persevering in seeking solutions.

Coverage and Themes

All state-funded schools have a statutory duty to cover the contents of the 2014 national Curriculum. At Gorse Bank we have used this, as well as existing termly themes and knowledge of our pupils, to produce a 7-Year overview which charts curriculum coverage in Maths from Reception to Year 6. This ensures our Maths curriculum remains responsive to the needs and interests of our pupils and goes much further than just the essential aspects contained in the National Curriculum.

References: 2014 Primary National Curriculum, Gorse Bank 7-Year Overview for Maths, Year groups ‘Curriculum Maps’ for termly themes, Gorse Bank Teaching and Learning Policy

Inclusion

Teaching and Learning in all curriculum subjects need to address the needs and interests of all pupils. Differentiation planned into all lessons allows for pupils of all abilities and backgrounds to be appropriately challenged in subject-specific skills as well as using and developing core skills including reading and writing (although every effort is made to ensure that ability in core subjects does not hinder development of skills in other curriculum areas). This provision may include extra support or structure for those who need it as well as extra challenge or demand of thinking skills for the more able.

References: Inclusion Policy, More Able Gifted and Talented Policy, Teaching and Learning Policy and Handbook

Assessment, Recording and Reporting

Class Teachers assess Mathematical skills using the ‘Big Ideas’ above. This ensures children are assessed on the skills as ‘Mathematicians’ and that teaching and learning experiences are geared towards achieving these aims. Summative judgements are made using the school’s D/S/F criteria each year and are reported to parents throughout the year at termly parents’ evenings and at the end of each academic year in the yearly report.

References: Assessment, Reporting and Recording Policy, Marking and Feedback Policy, ‘Big Ideas’ Document, assessment information on gorsebank.net

Monitoring and Professional Learning

Monitoring is conducted in line with the school’s schedule and may take the form of lesson observations, book moderations and planning scrutiny. Professional Learning needs are identified and addressed as part of the ‘PL’ schedule.

References: CPD Policy, School Monitoring Cycle, Professional Learning Schedule