

Baljaffray Primary School



MATHS POLICY

Rationale

At Baljaffray Primary School, we will provide children with the mathematical skills important in everyday life, which will enable children to adapt to a changing world. In addition to this we will provide a progressive programme of study for all stages and abilities which will permeate all aspects of the curriculum.

Aims and Objective

At Baljaffray Primary we aim to:

- Provide pupils with a stimulating environment to ensure enjoyment in mathematics, resulting in successful learners with positive attitudes.
- Provide each pupil with appropriate challenge and support to ensure understanding at all levels.
- Place mathematical learning in meaningful contexts with cross-curricular links which extend beyond the classroom, with particular reference to ICT.

- Help each individual pupil to fulfil their own potential in mathematics by becoming independent, confident and logical thinkers with flexibility of mind.
- Ensure problem solving will be at the heart of all our learning and teaching.
- Provide a coherent programme of study which has continuity and progression.

Methodology / Class Organisation

Maths sessions should be interactive which will involve the teacher in informing, explaining, describing, listening, modelling, questioning, coaching and demonstrating. Each daily lesson has a clear objective conveyed and is delivered in three parts:-

- **Mental and Oral Starter** - with warm-up, practise and recall skills involving the whole class or group. This should include revision of processes already taught and should prepare the child for the activities planned for that day. Time allocation ten minutes.
- **Main Teaching Activity** - This will consist of direct teaching, and follow-up activities. These activities should include written and interactive tasks.
- **Plenary** - Each maths lesson should finish with a plenary which should review what has been learned.
- Problem solving is a non class contact area of the curriculum during session 09/10.

Pupil groupings must be differentiated appropriately and will include whole class lessons, group, pairing or individual work. Tasks will be sufficiently challenging, matched to the needs and learning styles of all pupils. Support is given when pupils experience difficulties.

Resources

- Mathematical resources are located in the resource room.
- Boxes and shelves are labelled with the resources they contain.
- Teachers are responsible for signing out and returning resources that they borrow promptly.
- Teachers should inform the appropriate Depute Head Teacher of any damages or losses.
- Teachers should plan to use as wide a range of resources and activities as possible in order to engage and motivate the children. These can be mental maths materials, games, programmable toys, practical equipment and ICT.
- Resources within the classroom should be readily available and appropriately labelled to encourage independence.
- There should be a Maths area in classroom showing a variety of children's work. The Mathematician of the Month should be displayed.

Planning the Maths Curriculum

Long term planning is provided by the Curriculum for Excellence framework incorporating 5 - 14 Mathematics Guidelines.

Short term planning is completed weekly and provides teachers with an opportunity to be responsive to the children's' learning. Teaching and learning show differentiation.

Long term plans are monitored by the Management Team and feedback given to teachers to ensure progression and continuity within the Maths programme at Baljaffray Primary School.

Homework

Homework supports pupils' learning in school and provides vital home/school links.

Daily mental maths homework is set in terms one and three. This is in booklet form and includes a variety of mental maths concepts.

In terms two and four, a weekly written task is set. Again, this is in booklet form and supports the concepts pupils are learning about in class.

Parents are encouraged to work with their child at home on these tasks.

Assessment, Recording and Reporting

Assessment is an integral and ongoing aspect of daily teaching influencing future planning. It lies at the heart of promoting learning and raising standards of attainment. It may take the form of practical, oral or written activity after which constructive feedback should be given in order to further promote effective learning. Pupils will be involved in a variety of self and peer assessment strategies, including the use of traffic lights.

National Assessments will be administered when a child is judged by the teacher as having effectively completed a level of study as outlined in 5 - 14 maths. We aim that the majority of children should progress at the following pace of development:

Level A - by the end of Primary 2/3

Level B - by the end of Primary 4

Level C - by the end of Primary 6

Level D - by the end of Primary 7

Some children will achieve these levels sooner than others and may completed Level E, and begin Level F before the end of Primary 7, whereas others may require longer achieving each level.

Recording should be manageable and will be used to monitor progress and inform learning and teaching. Each teaching block should be evaluated and this should be recorded in the Forward Plan.

National Assessment results should be recorded on the Seemis system. A letter will be sent home to parents to inform them of achievement.

Reporting to parents will be specific and in clear language to promote effective communication between the school and home. It should focus on strengths and areas of development.

Roles and Responsibilities

The Head Teacher and the Management Team will manage the implementation of Baljaffray's Mathematics Policy as laid out in the School's Improvement Plan and in line with the direction set out in the Authority Improvement Objectives

The School Management Team will consult with parents, pupils and other stakeholders in relation to developments in this area of the curriculum.

Teachers will work to ensure that policy implementation and curricular development enhances learning and teaching and contributes to raising achievement in mathematics.

Parents/Carers will be encouraged to play an active role in supporting pupils' learning in Mathematics, thereby fostering the home/school partnership.

Pupils will be encouraged to be actively involved in their learning in Mathematics and to develop positive attitudes to Mathematics.