

Cecil Gowing Infant School

Maths

Policy



Approved by Staff: June 2016
Approved by Governors: 1.11.16
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SignedI. Stubbs Date 1.11.16
Headteacher

Signed.....Fiona Hardman Date 1.11.16
Chair of Governors

AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Our Philosophy

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- To follow the Cluster calculations policy
- To use fluency, reasoning and problem solving in every maths lesson
- To use a CPA (concrete, pictorial, abstract) approach

This is what a maths lesson looks like in Cecil Gowing Infant School

Throughout the school:

- Children use practical resources when appropriate.
- Children are encouraged to ask questions to deepen their understanding.
- Children are encouraged to find a starting point, look for patterns and use prior knowledge in their learning.
- Children are encouraged to explain their thinking and reasoning for their answers.
- Children are taught and encouraged to use correct mathematical vocabulary.
- Children experience maths in the real world and are encouraged to make connections to maths in the classroom and maths in the wider world.

In a Reception Class:

- Children learn through play and exploration.
- Children are encouraged to use simple mathematical vocabulary.
- Children experience maths in the wider world through outdoor learning.
- Children independently explore mathematical equipment during child initiated play.
- Children have a focused maths carpet session every day and a focused adult guided task once a week.

In a Year One Class:

- Children learn a variety of strategies to solve mathematical concepts and problems.
- Children continue to develop their understanding of simple mathematical vocabulary.
- Children have a grouped mental maths session 4 times a week to encourage their fluency and understanding of number.
- Children have the opportunity to choose the equipment they use to solve mathematical problems.
- Children are encouraged to solve mathematical problems related to the wider world.
- Children have the opportunity to work in differentiated ability groups and mixed ability groups suited to the task.
- Children experience maths in the wider world through outdoor learning.

In a Year Two Class:

- Children have a mental maths session 4 times a week to encourage their fluency and understanding of number.
- Children are encouraged to solve mathematical problems related to the wider world.
- Children have the opportunity to work in differentiated ability groups and mixed ability groups suited to the task.
- Children are taught how to move on from the concrete to pictorial and are encouraged to use the best method for them.
- Children are encouraged to look for patterns in their learning.
- Children are encouraged to discuss and explain their findings with others.

This is what we do

Children in Reception follow the EYFS curriculum

Children in Key Stage One follow the National Curriculum

Both these curriculums have been developed to meet the needs of the children in our school and to inspire them in their learning.

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

This is how we know how well our children are doing

In Reception:

- Observations.
- Learning Journeys.
- Formative assessment.
- Subject leader meetings.
- Pupil progress meetings.
- Half termly targets.

Key Stage One:

- Formative assessment.
- Summative assessment.
- Pupil Progress meetings.
- Subject leader meetings.
- Half termly targets.
- SATs for Year 2.

This is how we use intervention:

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by:

- Planned and immediate situations.
- Small group.
- One to one support when appropriate.
- Mental maths sessions four times a week within Key Stage 1.

How do we challenge the most able children?

- Deepen their understanding through questioning
- Provide opportunities for them to explore the subject at a deeper level
- Use what they know to find out what they do not know
- Strengthen their independence in learning

This is the impact of our teaching:

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning