

LANGLEY SCHOOL NUMERACY POLICY

Mathematics is a core subject area of the National Curriculum, where certain key programmes of study are prescribed.

Mathematics covers many facets and involves understanding processes, pattern making, sorting, classifying, specialist language, investigating, recording and interpreting information, predicting, problem solving and using equipment.

At Langley School a practical approach allows pupils to be involved in a variety of activities to assist in the development of mathematical language, reasoning, concepts and problem solving skills. The children learn through a variety of activities which include the use of stories, songs, games, practical activities and structured play. This provides work that is relevant, motivating, enjoyable and means our pupils can experience success.

Our pupils are mostly working up to Year 1 National Curriculum levels, with some more able pupils continuing on to Year 2 work and sometimes beyond.

Aims

Our aims in teaching Maths at Langley School are to help each pupil to achieve their potential and to provide them with the necessary understanding, concepts, skills and confidence in order to use Maths in everyday situations. A variety of teaching methods need to be deployed to help pupils achieve success and will incorporate appropriate whole class, group and individual work. The emphasis is very much on practical activities, to aid concept development and to encourage the understanding.

Resources / IT

We have a well-stocked numeracy resource room, providing a variety of resources and practical equipment to support planning. This includes the Abacus Scheme and photocopiable resources. Additionally, each classroom has a selection of Maths equipment.

All children have logins for RM Easimaths and Education City online programs, if appropriate, which they can access at school and home.

Planning / Organisation

Teachers use our 'Progress Steps' and National Curriculum maths programmes of study and for planning differentiated activities. In the Early Years classes 'Development Matters' is used for the youngest children.

Teachers are responsible for planning their own Maths lessons with advice and guidance from the Numeracy coordinator as required. For medium term planning, teachers may highlight objectives on planning grids on the school system. For short term planning, staff use their own format, which must indicate objectives, differentiation and success criteria.

The Numeracy coordinator is responsible for monitoring standards and quality in Maths; this is done by monitoring pupils' work, medium term and short term planning and analysis assessment data.

Cross-curricular Links

Due to the nature of mathematics there are opportunities to develop maths through other curriculum areas, for example: Art, Design Technology, Geography, History, PE and Science.

Assessment and Records

Assessment is an integral part of the learning process and is carried out on a regular basis. Our 'Onwards and Upwards' online system is used to record progress. Teachers can also use RM Easimaths reports to inform future planning. In the Early Years Department progress is also recorded on Eexat online / Early Years Foundation profile. These records allow teachers to plan the next stages of the pupil's learning.

Entitlement

The Mathematics curriculum at Langley School will be accessible to all pupils, irrespective of special needs, gender, race or background. Careful planning by the class teacher provides differentiated work programmes and suitable practical activities which help each pupil to experience success.

RRSA

All the schemes of work at Langley are underpinned by the human rights of everyone under 18 years of age as outlined in the United Nations Convention on the Rights of the Child. The relevant articles for maths from the Convention will be referred to as appropriate.

Reviewed May 2018

Marina Ryley