

Eaton Valley Mathematics Policy 2014



Purpose: To ensure consistent, high quality Mathematics Teaching and Learning.

Quality Mathematics Teaching and Learning should ensure that children develop:

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

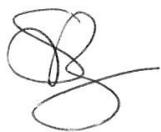
Day-to-Day Quality Mathematics Teaching and Learning should include:

- Planned sessions which engage, excite and enthuse learners.
- Opportunities to gain skills in a range of areas of Mathematics.
- Planned progressive, skill-based lessons that cover the key skills set out in the medium term planning for their year group.
- New Learning and success criteria being shared with the children at the beginning and reviewed at the end of every lesson.
- Differentiated lessons which meet the needs of all pupils within the class.
- Open-ended challenges using a wide range of resources.
- Opportunities for children to work both collaboratively and independently.
- Mathematical vocabulary being embedded into every session
- Opportunities for children to evaluate their own work and that of other pupils through self and peer-assessment.
- Assessment for learning based on observations, key questioning and discussion, used to inform lesson planning and used to evaluate attainment at the end of each unit of work;
- Computing skills used to support, use alongside and feed into other areas of the curriculum.
- Accurate and regular assessments of individual attainment, which are used to shape future learning
- Opportunities for children to display and celebrate their work.

Progression of Skills

Our long-term planning is underpinned by the Maths Makes Sense programme and is focused on the progression of skills and understanding from EYFS to Year 6. Our Calculation Policy provides further details and exemplars of the progression of both written and mental calculation methods.

Signed:

A stylized, cursive handwritten signature consisting of several overlapping loops and a long horizontal stroke extending to the right.

Head Teacher

A handwritten signature in cursive script, appearing to read 'M. Lyell', with a long, sweeping horizontal stroke extending from the left side.

Chair of Governors