

ALL SAINTS C E (C) PRIMARY SCHOOL

Policy Statement for Mathematics

General Principles and Philosophy

The mathematical area of experience is concerned with patterns and relationships, models and predictions. Mathematics provides a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas in a powerful, concise and unambiguous way. It can also be used to tackle a range of practical tasks and real life problems.

Mathematics consists of more than learning a set of useful skills. It provides the material and means for creating new, imaginative worlds to explore. It should be a source of delight and wonder, offering pupils intellectual excitement, the pursuit of rigour and the achievement of elegant solutions. Pupils should also appreciate the essential creativity of Mathematics and that it is a live and continuously evolving subject.

Mathematics makes a contribution to the whole curriculum and we appreciate the cross curricular nature of this subject. The teaching of Mathematics should aim to develop in pupils such skills and qualities as mental arithmetic, problem-solving, communications, reasoning, creativity and the ability to work both independently and as a member of a team.

The National Numeracy Strategy

At All Saints' C E (C) Primary School, we aim to fulfil the National Curriculum requirements for Mathematics at Key Stages 1 and 2 by following a progressive and balanced framework of learning objectives. These objectives are provided in 'The National Numeracy Strategy', and they fulfil the programmes of study found in 'The Mathematics National Curriculum'.

The National Curriculum

The National Curriculum programmes of study set out what pupils should be taught in mathematics at Key Stages 1 and 2, and beyond, and the attainment targets set out the expected standards of pupils performance.

The Knowledge Skills and Understanding in the programmes of study identify the main aspects of mathematics in which pupils make progress.

These are:

At Key Stage 1

- Number (Ma2)
- shape, space and measures (Ma3)

At Key Stage 2

- number (Ma2)
- shape, space and measures (Ma3)
- handling data (Ma4)

There are also requirements for using and applying mathematics (Ma1) in each of these sections:

- at Key Stage 1, teaching should ensure that appropriate connections are made between sections on number, and shape, space and measures.
- Key Stage 2, teaching should ensure that appropriate connections are made between the sections on number; shape, space and measures; and handling data.

The Programmes of Study for each Stage will be taught to pupils in a rigorous and challenging way, appropriate to their abilities.

Aims

- The aims of Mathematics at All Saints' C E (C) Primary School are to:
- develop a positive attitude in pupils towards Mathematics and to promote Mathematics as an interesting and enjoyable subject;
- help pupils to acquire language, knowledge, skills and understanding in Mathematics, with reference to the National Curriculum Programmes of Study;
- enable pupils to be confident in the use of a range of Mathematical tools and equipment, and to be prepared to tackle unfamiliar tasks;
- encourage pupils to work in a systematic way but also to be flexible and creative when solving problems,
- provide a wide range of opportunities for pupils to apply Mathematics in all areas of the curriculum;
- encourage pupils to communicate their Mathematics and to produce work of quality and depth;
- help pupils to see the relevance of Mathematics and encourage them to use it to solve problems in both school and home environment;

- encourage pupils when appropriate, to work effectively as individuals or to work cooperatively to develop their ability to think, discuss and mutually refine ideas;
- promote self-motivation, so that pupils will have the perseverance and flexibility to carry out and complete a task;
- provide an enjoyable, supportive and challenging Mathematical environment to enable each pupil to develop and grow to his or her maximum potential.

September 03

September 05