

# PARKINSON LANE COMMUNITY PRIMARY SCHOOL

Curriculum and Community Policies

## Mathematics (including Calculation)

### Rationale

Mathematics teaching at Parkinson Lane reflects the philosophy of the Mathematics Programmes of Study for Key Stages 1 and 2 (2014), which is part of the National Curriculum in England. All staff aim to work within the parameters of the statutory requirements, supported by the non-statutory notes and guidance. This policy should be used in conjunction with those on teaching and learning; marking; assessment and record keeping; homework; SEN and Disability and work with gifted and talented pupils.

### Purpose

1. To fulfil the legal requirements of the Mathematics Programmes of Study within the national curriculum
2. To ensure that all pupils make rich connections across Mathematical ideas to develop fluency, Mathematical reasoning and competence in solving increasingly sophisticated problems.
3. To develop a mastery approach to teaching Mathematics, including using a Concrete-Pictorial-Abstract approach.
4. To create an atmosphere in which children enjoy and achieve in Mathematics and are able to reach their full potential.
5. To create an atmosphere in which all children are encouraged to and are confident in explaining strategies, talking about Mathematics and sharing ideas.
6. By the end of each Key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Broad Guidelines

1. Teachers are responsible for the planning, delivery and assessment of Mathematics to their pupils, structuring work to ensure progression and differentiating work according to the ability of individual children.
2. The Mathematics managers will carry out lesson observations, work scrutinies and pupil interviews in order to monitor pupils' progress. In addition they will support staff in order that they may increase their own skills and therefore the quality of teaching that pupils receive.
3. Staff deliver a daily Mathematics lesson. In the Foundation Stage, all children have daily access to Mathematics in line with the Statutory Framework for the Early Years Foundation Stage.
4. The SMT in line with Governors will be responsible for ensuring the necessary resources are allocated to Mathematics.
5. Children will be given opportunities, where appropriate, to develop and apply their ICT capabilities and other cross-curricular skills in their study of Mathematics.
6. Staff actively encourage equal access to Mathematics for all pupils.

### Conclusion

Mathematics is an essential life skill. Parkinson Lane is committed to ensuring that children experience excellence and enjoyment and achieve maximum success in this area of the curriculum.

Headteacher	Staff consulted	Chair of Governors
<u>June 2019</u>	<u>June 2019</u>	<u>8/7/2019</u>
Date:	Date:	Date:
	Review Date:	

# Parkinson Lane Community Primary School

## Curriculum Policies

### Mathematics - Calculation Policy

#### **Rationale**

Mathematics teaching at Parkinson Lane reflects the philosophy of the Mathematics Programmes of Study for Key Stages 1 and 2 (2014), which is part of the National Curriculum in England. This policy is to run alongside the Mathematics Policy, and reflects the strategies that are to be used for teaching Addition, Subtraction, Multiplication and Division. It takes into account the different stages of learning and is supplemented by the non-statutory notes and guidance and the written calculations for all four operations as outlined on the appendices of the Programme of Study.

#### **Purposes**

1. To fulfil the legal requirements of the Mathematics National Curriculum.
2. To make all children confident and competent with a strategy for calculating for each of the four rules of number by the end of Year 6
3. To provide a common format that encourages consistency in the teaching and learning of calculation strategies.
4. To allow a build up of skills with natural progression from Year 1 to Year 6.
5. To enable all children to reach their full potential.

#### **Broad Guidelines**

1. Teachers are responsible for the planning, delivery and assessment of Mathematics to their pupils, structuring work to ensure progression and differentiating work according to the ability of individual children.
2. The Mathematics managers will carry out lesson observations, work scrutinies and pupil interviews in order to monitor pupils' progress. In addition they will support staff in order that they may increase their own skills and therefore the quality of teaching the pupils receive.
3. The Guidance Document exemplifies a recommended progression through the four operations from Year 1 to Year 6 using a Concrete, Pictorial, Abstract approach.
4. Staff actively encourage equal access to Mathematics for all pupils.

#### **Conclusion**

Calculation in Mathematics is an essential life skill. Parkinson Lane is committed to ensuring children experience excellence and enjoyment and achieve maximum success in this area of the curriculum.

Headteacher	Date taken to Staff	Chair of Governors
June 2019	June 2019	8/7/2019
Date		
Review Date		