

Studlands Rise First School  
First Steps on the Learning Journey

Agreed: March 2017  
Review date: March 2020

## Maths Policy

### **Ethos**

At Studlands Rise First School we believe that mathematics is a tool for life. To be fully integrated into society we all need to be able to communicate mathematically. We must ensure that the children in our school develop the skills, strategies and knowledge that they will need for later life through the curriculum that we deliver.

### **Aims and Objectives**

The study of mathematics develops children's abilities to work with numbers, shapes, measures, data and to develop their problem solving skills. Children learn how to use accurate and efficient methods of mental and written calculation. They are encouraged to explain their methods and reasoning using the correct mathematical vocabulary.

### **The aims of mathematics are:**

- To encourage an enjoyment and love of mathematics
- To develop fluency and confidence in mathematics and number
- To enable children to acquire and consolidate knowledge and skills and to encourage a deepening understanding of underlying concepts
- To provide differentiated activities which encourage fascination, curiosity, questioning and the desire to challenge and be challenged
- To develop a sense of enjoyment and satisfaction in the learning of mathematics, enabling all children to apply their skills with confidence and accuracy
- To provide opportunities for children to behave as a mathematician
- To introduce and encourage the correct use of mathematical vocabulary
- To develop and enhance children's facility for logical, reasoned and independent thinking
- To provide activities which foster an awareness of the place mathematics has in everyday life
- To provide resources and foster an environment which reflects the school ethos of equal opportunities

### **Time Allocation**

Mathematics is taught in lessons that are discrete from the main creative curriculum.

In Nursery, children undertake mathematical activities in small group work and child initiated learning times. Counting activities occur daily in Nursery.

In Reception, an adult led maths activity takes place every day, with linked child initiated learning as a follow up to develop and embed their learning. Again, counting takes place every day.

In Key Stage 1 and 2, mathematics is taught for 1 hour per day, for a minimum of 5 hours per week.

As well as discrete lessons, links are made to class topics where relevant.

### **Curriculum**

At Studlands Rise First School, we follow guidance as set out in the National Curriculum.

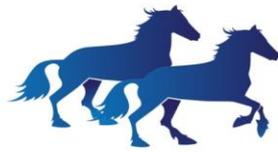
In all classes children are taught in ability groups for most mathematics, although they work in mixed ability groupings when it is appropriate for the activity. Within group work, all children are challenged regardless of their gender, race or ability.

Headteacher · Miss A Doke

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We place a strong emphasis on children learning through practical activities and concrete experiences. Information Communication Technology is used to stimulate interest and develop skills. Time for discussion and reflection is regarded as essential to children deepening their understanding.

In Foundation Stage teachers plan activities that cover the objectives in the Maths section of the Revised Early Years Foundation Stage Framework.

In Key Stage 1 and 2, teachers use the National Curriculum for Mathematics as the basis of their planning, and devise weekly plans that cover the objectives within the units for their year group.

Weekly plans include objectives for the mental/oral section of the lesson and related activities for this session, objectives for the main teaching, differentiated activities and plenary. Plans are evaluated after the lesson and assessments of how well each child has met the learning objective are made.

### **Assessment, Record Keeping and Reporting**

Assessment, record keeping and reporting in mathematics follows the Assessment, Record Keeping and Reporting Policy.

### **Resources**

Each classroom has their own basic mathematics resources appropriate to the age of the children, such as dice, counters, maths mats and one set of numicon shapes.

There is also a central store of mathematics resources to be used as required by teachers, which includes resources such as bucket scales and weights, 2D & 3D shapes etc. These resources are located in the resources cupboard.

### **Equal Opportunities**

All children cover the content made statutory by the National Curriculum regardless of age, ability and gender in line with the school's Equal Opportunities Policy.

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