



THOMAS'S FULHAM MATHEMATICS POLICY STATEMENT

This document is a statement of the aims and principles for teaching and learning Mathematics at Thomas's Fulham.

The curriculum follows the requirements of Key Stages 1 and 2 of the National Curriculum as well as requirements for senior school entrance examinations at 11+ and 13+. In the Lower School, although Mathematics is predominantly a discrete subject, it will be linked to units of enquiry in other subjects where possible.

In Year 6, the children are given the chance to become 'Young Entrepreneurs' through an enterprise week where the children set up and manage their own mini-businesses. This allows the children to apply their existing knowledge and recognise how the curriculum is relevant to them in the real world, regardless of future career choices.

What is Mathematics?

- Mathematics is a body of knowledge which provides a way of viewing and making sense of the world in terms of space, number and quantity
- It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems

AIMS

Our aims in teaching Mathematics are to equip all children:

- With a favourable attitude towards and stimulate interest in mathematics
- To have a deep understanding of mathematical concepts, processes and strategies and the ability to apply them in a mental, written and problem solving capacity
- To develop the ability to record in a relevant, systematic and logical style with good clear method and structure
- To develop in pupils, the ability to recognise mathematics in everyday situations and apply their mathematics to such situations
- With appropriate mathematical language
- To recognise how maths can be applied and linked to other subjects through entrepreneurial projects and through STEAM
- With an appreciation of the application of technology including computers, iPads, TLP (Thomas's Learning Platform) and calculators

Principles of Teaching and Learning of Mathematics

Mathematics is important because:

- It is the method by which we make sense of space, number and quantity within everyday life
- Its mastery enables children to apply their knowledge in educational and real life situations
- It is essential for independence in many aspects of everyday life
- It is a compulsory examinable subject in national standardised tests
- It is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into two attainment targets between which appropriate connections should be made:
 - Number
 - Space, shape and measures

At Thomas's Fulham it is the subject teacher's responsibility to ensure that correct and relevant literacy skills remain a key focus for all pupils whilst solving and completing any mathematical task. Encouraging pupils to read a variety of significant and relevant mathematical material and understand its content is essential for enhancing and developing the learning of all pupils. Continuing to support and reinforce all aspects of literacy in mathematics will enable pupils to progress effectively in the subject. The reinforcement of mathematical skills and knowledge across all subjects must also be implemented where appropriate across all subjects to highlight its importance and relevance in education and with a view to everyday life.

The Maths department acknowledges that children learn, achieve and progress at different rates and in different ways. In turn, staff prepare differentiated lessons to ensure that all children achieve according to their individual abilities. All planning, teaching and learning are created with a view to the school's SEND, EAL and Most Able Policies.

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – the ability to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.

- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Media literacy, Information Literacy and Digital Literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 3–6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas’s Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas’s Fulham’s Learning Circles)*

See also: [Curriculum Policy](#), [EAL Policy](#), [Most Able Policy](#), [SEND Policy](#), [Fulham Teaching & Learning Policy](#)

This policy will be reviewed annually			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest review: January 2020	By:	Sarah Daniell, Maths Subject Leader & Susannah Bell, Curriculum Deputy Head	Changes made
Next review: January 2021	By:	Sarah Daniell, Maths Subject Leader & Susannah Bell, Curriculum Deputy Head	

