



**Federation of
St Godric's and St Mary's
RCVA Primary Schools**

Mathematics Policy

June 2015

Respecting Rights

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our respect for Children's Rights.

Introduction

Mathematics is a Core subject within the National Curriculum and has a central place: not only within the discrete mathematics lessons across our schools, but also across the entire curriculum. This policy has been worked out in light of the 2014 new National Curriculum. This document outlines the purpose, nature and management of the Mathematics taught at the schools.

Rationale

'Mathematics is a creative and highly interconnected discipline that has been developed over centuries providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. A high quality mathematical education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power and beauty of mathematics, and a sense of enjoyment and curiosity about the subject.' (DfE 2013)

Mathematics pervades all aspects of our lives and equips pupils with a uniquely powerful set of tools to understand and change the world. With this in mind, we endeavour to ensure that children are given opportunities to experience 'real life maths' across a variety of contexts in order to promote greater understanding and, from that, a healthy and enthusiastic attitude towards maths that will stay with them for the rest of their lives.

The National Curriculum provides a framework for mathematics but the school is aware of the need for flexibility and creativity in teaching.

Entitlement

The staff aim to provide a relevant, broad and balanced curriculum which fulfils the pupils' needs and satisfies the current statutory requirements. The National Curriculum provides detailed descriptions and guidelines on what is expected to be taught within each year group, providing detailed guidance for its implementation, ensuring continuity and progression. In the Early Years, the curriculum is guided by the Maths Area of Learning within the Early Years Curriculum. This consists of two strands: Number and shape, space and measures.

Aims

At the schools, we aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential.

We believe that the curriculum taught within our school should:

- cover all aspects of the National Curriculum, according to their corresponding age related expectations. This will be dependent on the needs and ability of each child and the teacher will teach according to where that child fits within the overall progression.

- promote children’s curiosity and questioning skills, in order to encourage enthusiasm for the subject.
- provide them with a range of ‘real life’ experiences in order to promote meaning and understanding of purpose. This will be taught throughout the whole Curriculum.
- support the children to become fluent in mathematical understanding and vocabulary from the most basic level so that they access harder concepts.
- enable our children to develop conceptual understanding, recall of number facts and patterns and apply their knowledge rapidly and accurately.
- promote children’s ability to reason through opportunities to discuss their thinking and understanding.
- enable children to use their skills and apply this to problem solving and solution finding. This will be taught throughout the whole Curriculum.
- support children to make progress at their own pace through differentiation and informal assessment within classroom practise.
- encourage children to revisit their thinking and judge whether their answers are reasonable and develop strategies for children to check their work independently. This will help children to feel secure in their understanding and will help them be able to move confidently on to next steps and challenges.

Policy Review

Governors and staff recognise the need to keep this policy and the implementation under review in order to maintain and where necessary and improve the present practices.

This policy will be reviewed in.....

This policy was approved by the Governing Body in

Signature

On behalf of the Governing Body.

Date

Curriculum Guidelines

Pupils are provided with a variety of opportunities, including 'real life contexts', to develop and extend their mathematical skills within all areas of the curriculum and across each phase of education.

Early Years

See Curriculum Guidance for the Foundation Stage (Early Learning Goals) and EYFS Curriculum.

Key Stage 1 and Key Stage 2

See year group progress on the National Curriculum document and LEA medium term planning progressions.

Cross Curricular Links

Mathematics permeates every aspect of the curriculum and should therefore be embedded, providing as many opportunities for mathematics within 'real life contexts'. The children within our schools are given opportunities to apply and use mathematics in order to give them a greater understanding of meaning and purpose.

Special Educational Needs

Wherever possible we aim to fully include SEN pupils in the daily Mathematics lesson and, when planning, teachers will try to address the child's need through simplified or modified tasks or the use of support staff to consolidate learning. Individual Support Plans will be put in place for those who are significantly behind the learning of their peers following consultation with parents.

More Able and Talented

The more able and talented children are identified in each class and activities planned to challenge and extend their knowledge and understanding.

Teaching and Learning Styles

The staff recognise the importance of establishing a secure foundation in mental calculation and recall of number facts alongside teaching the formal written methods recommended within the National Curriculum (2014).

The teaching within our schools provide opportunities for:

- Personalized learning
- Group work
- Paired work
- Independent work
- Whole class teaching
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Pupils engage in:

- Development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem solving
- Mathematical discussion

- Consolidation of basic skills and routines

Curriculum Planning

The staff carry out planning in three phases:

1. The long term plan – the National Curriculum provides guidance on the Key Objectives and a detailed outline of what is taught in each year group.
2. The medium term plan has been developed from the LEA.
3. The short term plan - completed on a weekly basis by the class teacher lists the learning objectives for each lesson and outlines how each ability group will be taught.

Display

The staff recognise the important role display has in the teaching and learning of Mathematics. Every classroom has a Mathematics board to provide a visual support for the children's mental processes and celebrates their work.

Assessment

At the beginning of each lesson, children are encouraged to complete any extension or consolidation activities that may have been provided by the teacher. Children are also made aware of the success criteria which enables them to guide their own learning towards achieving the lesson objective.

The schools assess children's work in Mathematics from three aspects (long term, medium term and short term)

1. Short term assessments are an informal part of every lesson and are closely matched to teaching objectives. They help teachers adjust daily plans. This is evident within children's books in line with our schools' marking policy.
2. Medium term assessments are carried out termly, through APP. The purpose of these assessments is to review and record the progress pupils have made in relation to the key objectives and identify any gaps in learning. An individual record is kept of each child's progress towards the key objectives.
3. Long term assessments are carried out towards the end of the school year when pupils attainment is measured against school and national targets using class records and, where applicable, QCA tests.

Tracking

The results of medium and long term assessments are entered into a tracking system which monitors the progress of all children throughout the school and is used to identify those who are falling behind their peers.

Monitoring and the role of the co-ordinator

Monitoring of the standards of children's work and the quality of teaching in Mathematics is the responsibility of the maths co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The co-ordinator gives the head teacher an annual review which evaluated strengths and weakness in the subject and indicates areas for improvement. The head teacher allocates regular management time to the co-ordinator to review planning, undertake observations of mathematics teaching and scrutinize work in exercise books through a maths trail. A named member of the school's governing body is briefed to oversee the teaching of numeracy.

Homework

Homework is given regularly to children to support and extend the work taught in school. This should be challenging but also a consolidation of the learning within the classroom.

Staff Development

Each teacher is responsible for the delivery of mathematics in their class. If any teacher feels a need for particular INSET, discussion should take place with the Maths Coordinator/Head Teacher. The responsibility for the overall mathematics curriculum and resource management is designated to the Maths Coordinator.

This policy was written by the Maths co-ordinators following discussions with the teaching and support staff.

This policy will be reviewed in June 2018.