



Curiosity Compassion Courage

and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Policy for Mathematics

Our small school community welcomes everyone and aspires to meet the needs of all through Christian values, high expectations and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging

and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Maths Policy

Date	Next Review Date	Subject Leader	Nominated Committee
March 2018	March 2022	Rianna Hunt	Pupils and Curriculum
June 2021	June 2023	Gwynne Pearce	Pupils and Curriculum
May 2023	May 2025	Gwynne Pearce	Pupils and Curriculum

Introduction

- Mathematics is one of the three core subjects in the National Curriculum (2014).
- This policy outlines the purpose, nature and management of the Mathematics taught in Partney C of E Primary School.
- The school policy for Mathematics reflects the consensus of opinion of all the staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.
- The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.
- The Mathematics Policy should be read in conjunction with the Calculation Policy, Equality Policy, Marking and Feedback Policy, Assessment Policy and Teaching and Learning policy.

National Curriculum (2014) Aims

The National Curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

School Aims

- To develop a positive attitude to mathematics.
- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.

- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To promote confidence and competence so that children are 'proud to shine' about their achievements.
- To develop a thorough knowledge and understanding of numbers and the number system demonstrated by rapid and accurate recall.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts especially solving problems drawn from real-life.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space, and develop measuring skills in a range of contexts.
- To apply mathematical skills in everyday life.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the Pupils and Curriculum Committee and SENDCO;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning and assessment
 - lesson observations
 - discussions with pupils
- ensure continuity and progression throughout the school;
- lead a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises.
- attend appropriate and relevant CPD and collaboration meetings
- keep up to date with new developments including working with the Local Authority Locality Lead and specialist teachers.
- undertake regular audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- review, monitor and report to the Governing Body on the success and development of this policy, as directed by the Schools' monitoring and evaluation schedule.

Role of the Pupils and Curriculum Committee

The Pupils and Curriculum Committee will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- report to the Governing Body on the success and development of this policy, when reviewed.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- provide information and support to parents/carers on the maths curriculum and how they can support their own child's mathematical understanding.
- assess appropriately on a regular class basis, the progress and attainment in mathematics throughout the year.
- Report on children's progress on a termly basis and analyse data along with the subject leader in order to target gaps in understanding.
- Provide an annual written report for parents, outlining their child's development, attainment and progress in mathematics.
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, and of a good pace.
- have high expectations for all children and will provide work that will extend them;
- achieve high standards;
- celebrate the success of pupils in lessons and in Golden Assemblies

Role of Pupils

Pupils will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be informed via the School Website;
- asked to provide suggestions and ideas for improving this subject through occasional questionnaires
- encourage effort and achievement;

- join the school in celebrating success of their child's learning;

Teaching and Learning

Mathematics is taught according to the objectives of the National Curriculum 2014 Framework and the White Rose Maths Scheme, along with other sources of maths materials e.g. NCTEM

The weekly plan will demonstrate:-

- a) a progression in children's learning.
- b) a range of teaching and learning strategies being employed.
- c) Opportunities for recap and revision.
- d) Opportunities for investigation and problem solving.
- e) Use of apparatus by all to consolidate learning, where appropriate.
- f) Equality of opportunity for all.
- g) A time allocation of at least 1 hour a day.

The children will be taught methods as outlined in our Calculation Policy.

Cross Curricular Links

Teachers are encouraged to apply and develop children's mathematical understanding by exploring mathematical concepts through the study of other curricular areas e.g. datahandling in Science. Aspects of other core and foundation subject areas may be linked with Maths where appropriate and where it is considered beneficial to pupil understanding and achievement.

Assessment, Recording and Reporting.

EYFS

On or before entry, EYFS staff will use a range of information to ascertain a child's mathematical development and understanding. This will include discussion with parents/carers and data or information from a child's previous setting in order to make a judgement on a child's attainment.

After a short settling in time, children will be observed at work and play in order to make an on-entry assessment of what they already know and can do. The NFER Baseline Assessment is used to do this, in line with Statutory Guidance.

Throughout the year staff continue to monitor children's progress, in order to plan purposeful and appropriate activities to support them in the next steps in their learning. **'In the Moment' planning is used to move the children on individually within the area of numbers and numerical patterns, using their interests and bringing the learning to them. Both indoor and outdoor environments will be developed to provide mathematical learning opportunities. E.g. How many? How much? Activities; 'Number rich' labelling.**

Staff will also use school routines to maximise mathematical learning opportunities – e.g. snack time, lunchtimes, registration, tidy up time. Staff will model solving practical mathematical problems, and make interventions in play situation to model mathematical language and concepts.

By the end of the Reception year an Early Years Foundation Stage Profile will be completed for each child. This sums up their progress and learning needs at the end of

the Early Years Foundation Stage. The Early Years Foundation Stage Profile is based on ongoing observations and assessments over all seven areas of learning within the Early Years Foundation Stage.

Profiles will be used as part of our annual report to parents. The school will submit numerical results to the LA as they are required and as statutory assessment at the end of the Early Years Foundation Stage.

Years 1-6

Formal summative assessment of all pupils takes place on a termly basis throughout the academic year and recorded on Insight Data tracker. Teachers will use the PUMA Mathematics termly assessments to provide data to show Age Standardised Score, progress made from the last test and thus make a teacher judgement on attainment.

The data is analysed termly during pupil progress meetings with the Subject Leader. This will help to identify cohort and individual pupil performance over time, in comparison to expected standards and knowledge and understanding of specific aspects of mathematical concepts. Comparison of groups of children e.g. Pupil Premium, Girls/Boys, SEND will be made and discussions held as to how we can help children reach their 'Age Related Expectations'.

Formative assessment takes place daily through verbal and written feedback to the child on their performance and targets for improvement.

Class assessment takes place as appropriate during the session e.g. at the beginning or end of sessions or when the class teacher feels it is necessary.

Parents are informed of their pupils' performance informally through parent teacher liaison. This is discussed more formally at parent-teacher consultation evenings and through the annual written statement on their child's progress about Mathematics during the Spring or Summer term.

Provision for children with Special Educational Needs

Teaching and Learning for children with Special Educational Needs at School Support level is managed through differentiation and intervention within the class setting or withdrawn groups as appropriate. Work of an appropriate level is provided with support where appropriate from an assisting adult. Intervention of withdrawal groups may be established in the short or long term using various materials. Intervention and support plans will be subject to regular review as outlined in the SEN Code of Practice (2014) and managed in accordance with the advice provided by specialist outside agencies if necessary.

Teaching and Learning Objectives and Activities for all children in the class will be identified on the weekly class plan for Maths.

Provision for Mastery and Greater Depth

Teaching and Learning Mastery and Greater Depth is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

These may include:

- Using established knowledge to develop their problem solving and knowledge application abilities in other areas of the curriculum.
- Being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.
- Showing ability to reason on a consistent basis.

Monitoring, Review and Development

School performance in Mathematics can be monitored and reviewed by the following means:-

- Monitoring of planning
- Classroom observation/learning walks
- Scrutiny of children's work
- Work sampling and moderation
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical understanding
- Governor visits

Opportunities for improvement in provision are identified in the School Improvement and Development Plan.