

Mathematics Policy



St Werburgh's C of E
Primary School

Reviewed October 2017

At St Werburgh's we believe that Mathematics enables pupils to understand the world around them. To do this they need to develop key mathematical skills. Children need to be able to count and calculate accurately, reason in a logical way, use a range of problem solving skills and think in an abstract way.

Mathematics is key to everyday life and we want our children to be enthusiastic, curious and fascinated by mathematics both inside and outside of the classroom.

Aims for our Policy

- Develop a positive attitude towards mathematics and a fascination of mathematics.
- To have a sense of number and where it fits into the number system.
- To use key number facts to aid mental and written calculation methods.
- To calculate accurately and efficiently, both mentally and in written form using methods set out in the calculation policy.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to explain methods and reasoning using correct mathematical terms.
- An ability to use and apply mathematics across the curriculum and in real life.
- Explain and make predictions from the numbers in graphs, diagrams charts and tables.
- Develop spatial awareness and an understanding of the properties of 2d and 3d shapes.

Teaching and Learning

At St Werburgh's we provide the pupils with a 1 hour daily Mathematics lesson in which we follow the principles set out in the New Maths Curriculum 2014. Teachers also use our school calculation policy and White Rose as a scheme. In addition the following supplementary resources are also used to support learning (NCETM Maths Hub, Scolastic maths, Collins maths, maths on target, TES,

Primary Resources and Twinkl). All children will have a daily maths target session based on analysis of school data. To maintain fluency skills children take part in a daily 10 for 10 maths challenge. Teaching and Learning takes place through group work, paired work, whole class teaching and individual work. Children also have the opportunity to experience mathematics through other curriculum subjects.

During maths lessons pupils engage in:

- Development of mental strategies
- Acquisition and consolidation of key number facts
- Written methods
- Consolidation of basic skills
- Practical work
- Investigative work
- Problem solving
- Mathematical discussions
- Reasoning

Provision

Foundation

We teach mathematics using the guidance for the Foundation Stage (Early Learning Goals), Development matters, White Rose scheme of work, Little Big Maths, and Progression in Calculations at St Werburgh's.

Keystage 1

We teach mathematics using the guidance for the Foundation Stage (Early Learning Goals) and 2014 Maths Curriculum.

Keystage 2

We teach mathematics using KS2 2014 Maths Curriculum.

Throughout St Werburgh's children will also have other opportunities to develop mathematical skills through the creative curriculum.

Targets

All Children have a maths target, except foundation in their first $\frac{1}{2}$ term at school, these targets are based on analysis of data- SATs, Rising Stars tests, Teacher assessment, 10 for 10, work scrutiny's, Sheffield Stats data and Profiling for foundation stage. From this, targets are set and children are taught in a daily session the key skills they need and reasoning to enable them to reach the ARE for that particular target. To support children with their target work at home, they are shared with parents and homework is sent home to practise these key skills. At the end of a target period parents are inform of the progress their child has made. Each target has a target test which is written based on the NCETM Teaching for Mastery questions, tasks and activities to support assessment.

Children with Special Educational Needs and the More Able Pupils

- Activities are differentiated by the class teacher to meet the needs of the individual children.
- MEP work is planned and provided for.
- More able children will be challenged and motivated by tasks that require greater reasoning using the maths that is expected for their age.

(see SEN policies).

Assessment

Foundation

- In Foundation there is an initial assessment based on the Foundation Profile.
- The Foundation Profile is the form of assessment used throughout the year.
- Progress and the pupils' Profile Score is reported to parents through open afternoons.
- A Mathematics area is set up in the classroom.

- Sheffield Stats is used to log progress.
- Half Termly target test.

Assessment, Records and Reports

- Teaching staff continually assess and monitor the mathematical development of the children and recorded using Sheffield Stats.
- End of Year SATs are undertaken by Year 2 and Year 6 pupils.
- Rising Stars Tests are undertaken by all pupils.
- Core maths skills and key number facts are assessed in 10 for 10 challenges.
- Each term formal assessments of all of the pupils Y1 - Y6 are carried out and results are tracked.
- Half Termly target test and results are analysed by the coordinator.
- SEN pupils are also assessed against their MEP targets.

Feedback to pupils and progression

- All of our pupils *know what they have to do and how* to make progress as this is communicated at the beginning of a lesson/session, through feedback from the teacher- including I points, through individual targets and pre teaching sessions.
- All of our pupils *know how they are doing* through feedback from the teacher both written and verbal, through paired work and through reviewing the targets. (See marking and feedback policy)
- To support children we also have some pre teaching sessions focusing on key skills, PP 1to 1 sessions and booster groups to enable all our children to succeed.

Coordination and Responsibility

The role of the Headteacher

The Headteacher is responsible for the quality of the teaching of Mathematics.

The role of the Mathematics - Coordinator

- To provide advice and documentation to support teaching and learning in this area
- To organise and manage resources, including cost effectiveness.
- To monitor and review planning, teaching/learning and assessment.
- To make written reports on any monitoring and support given - feeding back where relevant to staff and governors.
- To have a subject area development plan with targets to be achieved.
- To lead staff meetings and INSET as appropriate.
- To keep up to date with relevant issues and practice and feedback to staff.

The Role of the Class teacher

- To be responsible for the teaching of Mathematics as set out in the policy.
- Provide planning and work samples for the coordinator and Head teacher to have access to.
- Assess pupils work in order to inform future planning.

Partnerships for Mathematics

- Parents are informed of topics and content through parent's meetings and through target homework packs.
- Parents are informed of the methods used for teaching maths particularly calculating through Maths Parents workshop.
- Booster groups are run to support children achieve ARE.
- TA support the less able in smaller groups so that they can access the age related maths curriculum.
- The Mathematics Governor is invited in to school to see Mathematics in place.

- The Mathematics Coordinator meets and communicates with other Mathematics Coordinators.

Marking

See Marking Policy.

