'a small school with a big heart'

ST MARY'S CATHOLIC PRIMARY SCHOOL
MATHEMATICS POLICY

The mission at St Mary's Catholic Primary School, Claughton is to;

Guide all on their journey of faith,
Nurture a love of learning,
Encourage happiness, confidence and personal fulfilment and
Support all in achieving their full potential.

Therefore the development and implementation of our Mathematics Policy supports us in achieving our mission for all the children in our care.

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Using the National Curriculum for Mathematics it is our aim at St. Mary's School to develop:

- a positive attitude towards mathematics and that all children are masters of mathematics.
- competence and confidence in mastering mathematical knowledge, concepts, skills and thinking.
- 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 collaboration with others.
- an ability to communicate mathematically.
- an ability to use and apply mathematics across the curriculum and apply it in real life situations.
- an understanding of mathematics through a process of enquiry and experiment.

Knowledge Skills and Understanding

At KS1 and KS2 teachers use the Maths Curriculum 2014 for teaching mathematics to ensure that all parts of the areas of the maths curriculum are taught.

Opportunities are offered to children to develop their mathematical knowledge and skills through tackling problems and through purely mathematical activities.

Activities are balanced between those which are short in duration and those which can be developed over a longer period.

Children are involved in both individual and group work.

Children experience open-ended as well as closed tasks.

Children are taught a range of methods of calculating.

Children are encouraged to develop skills in using a wide range of mathematical tools through practical work.

Children are enabled to develop their personal qualities and a positive attitude to mathematics through the experiences offered to them.

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating.
- working with computers as a mathematical tool

Scheme of Work

Our school scheme of work is a working document and as such is composed of ongoing plans produced on a week by week basis. This is developed by using resources to support the achievement of the National Curriculum year group expectations.

Cross Curricular Issues

Throughout the whole curriculum opportunities exist to broaden and deepen mathematics. Teachers seek to take advantage of all opportunities.

Teachers' planning and organisation

Each class teacher is responsible for the mathematics in their class in consultation with the mathematics subject leader.

The approach to the teaching of mathematics within the school is based on three key principles:

- a daily mathematics lesson.

- a clear focus on direct, instructional teaching and interactive oral work with the whole class and groups.

- an emphasis on mental calculations, years 1 to 6 will have times table practice until all children are secure with 12x12 quick recall, out of sequence.

Teaching in the Foundation class uses a very practical approach to teaching maths and children develop written methods as appropriate.

Special Needs and Disability (SEND)

Children with SEND are taught within the daily mathematics lesson and are encouraged to take part when and where possible (please see the section on differentiation).

Where applicable, children's SEND support plan will incorporate suitable objectives from the Maths national curriculum and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.

Within the daily mathematics lesson, teachers provide daily intervention where appropriate to prevent gaps from developing. Opportunities are provided to broaden and deepen all children's knowledge by setting appropriate challenges for all children so they can aspire to be high achievers in mathematics.

Equal Opportunities

St Mary's Catholic Primary School is an inclusive community and provision is provided for all pupils regardless of gender, English as an additional language and ability as outlined in The Single Equality Policy.

Recording children's work

There are occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

Children are encouraged to use mental strategies before resorting to a written method.

- Foundation: practical activities and informal recording
- Key Stage 1: Year One and Year two to record their work in their squared books
- Key Stage 2: The children make more formal recordings in their squared books.

All children are encouraged to work tidily and neatly when recording their work. Date should be written numerically. When using squares one square should be used for each digit. *(see Mathematics Non-negiotables)*

Marking

Each day the teacher will assess and quality mark pupils work to inform assessment in maths. (See marking policy for more information)
Our Green for Growth system is evident throughout the school.
Peer to Peer marking: children use a purple pen to mark each others work when appropriate.

Assessment and recording

The formative assessments that teachers make as part of every lesson help teachers to adjust their daily plans. They use formative and summative assessments (End of Key Stage tests) to measure progress against the key objectives, and to help them plan for the next unit of work. Formative and summative assessments are used to evaluate progress against school and national targets.

Children undertake the national tests at the end of Year 2 and Year 6, plus optional national tests at the end of Years 3, 4 and 5 to inform teacher assessment.

At the end of each term, assessments of Mathematics are recorded using KLIPS and drawing on a range of evidence to inform judgments. An evaluation of the attainment of each child in mathematics is submitted at the end of each term.

Mastery

All children are provided with the same mastery opportunities in Maths so that they are able to think broadly and deeply about problems thus becoming masters. Some children will need to be given same day or next day intervention to ensure that they do not fall behind the rest of the cohort.

Teaching assistants are used to support some children and to enable work to be on track with their cohort.

Resources

There is a range of resources to support the teaching of Mathematics across the school. Classrooms have an area within the classroom dedicated to mathematics resources. This area is easily accessible to all children and allows them to become familiar with all resources.
Children have access to the Internet through their classroom computer and/or the shared laptop provision.

Monitoring, evaluation and review

Monitoring of the standards of the children's work and of the quality of teaching in Mathematics is the responsibility of the subject leader and headteacher.

The work of the subject leader 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 the school.

Strengths and weaknesses are evaluated with areas for further improvement identified. This information is shared annually with the school governors.

Samples of the children's work are reviewed together with lesson observations of Mathematics teaching across the school.

The quality and effectiveness of the Mathematics curriculum will be monitored and evaluated through regular reports to the Governors' Curriculum committee and a vigorous programme of whole School self-evaluation.

Reporting to Parents

A report on a child's achievement and effort in Mathematics is sent to parents in the End of School Year Report at the end of the Summer term. Parents are given the opportunity to discuss their child's progress on other occasions such as the Autumn and Spring Term Parent's Meetings. Teachers use the information gathered from their formative assessments to help them comment on individual children's progress.

The school will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Signed: …….. (Mathematics Subject Leader)

…….. (Headteacher)

……(Governor)

Date: ……/……/…..