

In our school every day we learn, love and pray.

St Edmunds RC Primary School

Mathematics Policy

The Department for Education states in the new National Curriculum for September 2014 that:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Introduction:

This policy has been developed in order to ensure that the teaching of Mathematics contributes to the school fulfilling its mission statement:

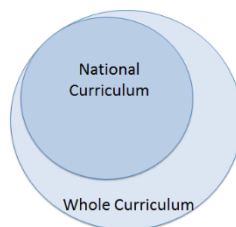
“A learning community, celebrating Christ in all, building a kingdom of love, hope and joy.”

The policy is intrinsically linked with and is informed by other school policies, including:

- Calculation Policy
- Marking Policy
- Homework Policy
- Early Years Policy
- Special Educational Needs Policy
- Equalities Policy

General approach:

At St Edmund’s we use the National Curriculum in England: Mathematics’ programmes of study: Key Stages 1 and 2 (2014) as a basis for planning teaching and to fulfill the government’s statutory requirements; this ensures continuity and progression throughout our school. Our school embraces the statement: “The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum.” (2.2, National Curriculum 2014, Key Stages 1-4)



Assessment for Learning, a focus on investigative and problem solving approaches, plus the development of Mathematical thinking are at the heart of our school’s approach. A rigorous and planned commitment to the development of teacher and teaching assistants’ subject knowledge complements and strengthens this.

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Aims:

Our school believes that every child is entitled to a high quality Mathematics education, which will provide a foundation for them understanding the world. As a result, they will have an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject. It is our belief that our pupils should:

- **become fluent in the fundamentals of Mathematics**, so that they:
 - have a well-developed sense of number values
 - know by heart key number facts, e.g. times-tables and related division facts, number bonds – in line with the latest programmes of study
 - apply knowledge of the above to work out connected facts
- **reason mathematically**, so that they:
 - are able to follow a line of enquiry
 - provide generalisations and proof of findings around their investigations
 - are able to justify their thinking, e.g. as to why a particular calculation strategy is the most efficient
- **solve problems by applying their understanding of Mathematics**, so that they:
 - encounter a variety of both routine and non-routine problems
 - are able to select specific maths skills and/or operations
 - persevere with a line of enquiry, breaking down increasingly complex problems into a series of smaller steps

Coverage:

In order that our children get a broad and balanced Mathematical curriculum, we will ensure that the following domains are covered each year:

- Number:
 - number and place value
 - addition and subtraction
 - multiplication and division
 - fractions, including decimals and percentages
- Measurement:
- Geometry
 - properties of shape
 - position and direction
- Statistics
- Ratio and proportion (Year 6)
- Algebra (Year 6, although the foundations will be taught from Key Stage 1)

Our school is committed to fostering positive attitudes towards the subject, whilst ensuring that all pupils develop deep conceptual understanding (in part, through exposure to a range of models and images) and mastery across the domains listed above, and in line with their age group. Teachers will actively diagnose and address perceived 'gaps' in conceptual understanding. How pupils are learning is then developed and as a result this will be monitored in line with the new curriculum's focus on children making connections. Our school will provide regular and stimulating cross curricular enrichment opportunities.

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Organisation:

We will ensure that:

- Maths provision and impact on learners is evaluated and reviewed regularly via the School Development Plan and aligned Maths Action Plan. As part of this process, the Maths subject-leader (alongside other senior leaders) will triangulate evidence from a range of monitoring activities (e.g. planning/book scrutinies, learning walks/observations and pupil voice) to determine next stages of development.
- CPD needs of our staff, including the Maths subject-leader and teaching assistants, are regularly reviewed and planned as appropriate. The expectation is that staff attending CPD will be given planned opportunities to cascade key messages, or share through lesson study.
- All staff are trained in how to use My Maths and ICT as a tool to help children practise and improve their skills in Maths.
- All staff have read our Homework Policy and follow it's guidelines for sending home Maths homework in KS1 and KS2.
- All staff have a Maths working wall in their classroom which reflects the learning in Maths taking place each week.
- All staff have access to Hamilton Maths plans, My Maths, Nrich investigations and NCETM plans to help support their planning and teaching of the new curriculum.

Standardised tests:

- DfE end of Key Stage 1 and 2 SATs assessments (end of Year 2 & 6)
- NFER Maths tests at the end of Year 3, 4 & 5

Formative Assessments

- Teachers set targets for Maths which are regularly checked by the teacher and pupils and reported to parents once a fortnight via the Maths Target Card.
- Teachers follow the marking policy to correct and suggest 'next steps' to enable progress.
- Success criteria checklists are used for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.

Monitoring and Evaluation

- Pupil progress meetings with Headteacher.
- Maths lead teacher conducts regular Maths 'book looks'.
- Headteacher and Teaching & Learning Governors conduct regular book scrutinies
- Staff meetings set aside for moderation.
- CPD training for all staff
- Lesson observations by Headteacher and Maths lead teacher.
- Maths learning walks.
- Pupil conferencing to capture pupil voice by Maths subject leader, headteacher and governors.
- Moderation/book look with teachers and Maths leaders from local schools in our Abingdon Partnership

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Inclusion

We provide effective learning opportunities in the following ways:

- Pupils are set individual targets
- Maths interventions are used as necessary
- Differentiated Maths work is set for both SEND and high attaining pupils.
- Teachers ensure effective participation of SEND and EAL pupils.

Maths Governor: Mrs Debbie Brown

Maths Lead Teacher: Mrs Claire Hague

Policy Written: **May 2015**

Policy reviewed: **May 2019**

Next review date: **May 2022**