

Colliers Green Church of England Primary School



Maths Policy 2018

This document sets out the Maths Policy for Colliers Green Church of England, Voluntary Aided, Primary School. This plan set out how we will operate within relevant legal and statutory frameworks and with reference to our core values of Aspiration, Resilience and Community.

Approval:

On behalf of the School:

Nicola Hirst
Headteacher

On behalf of the Governing Body:

John Speller
Chair of Governors

Review date:

December 2019

Maths Policy

Rationale

We at Colliers Green Primary School aim to develop a positive attitude towards Mathematics so that all pupils can learn to use Mathematics with confidence, understanding and enjoyment. We believe that Mathematics is an important part of everyday life and provides us with a means for communicating, problem solving and organising information. 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.

(Mathematics programmes of study: key stages 1 and 2 National curriculum in England '2014.)

Aims

- To promote enjoyment and enthusiasm for learning through practical activities, discussions and exploration.
- To ensure that children have the skills to approach and solve open ended questions.
- To promote confidence and competence with Number and Place Value, including fractions and decimals; and to develop a sound understanding in the concepts and skills in Ratio and Proportion, Measures, Algebra, Geometry and Statistics as required by the National Curriculum.
- To ensure that each child is confident and competent using mental strategies and agreed written methods for basic calculations.

Objectives

- To provide opportunities for children to use their knowledge of basic mathematical concepts in real-life situations and other areas of the curriculum to understand the importance of mathematics in everyday life.
- To enable each child to confidently use a variety of mathematical tools and apparatus and use this within lessons.
- To develop in each child the correct use of mathematical vocabulary.
- To ensure that each child experiences a wide variety of mental strategies, so that they develop independence in selecting the most appropriate method of calculating.
- To monitor the progress and development of mathematics teaching and learning.

Entitlement

- The teaching programme is driven by the National Curriculum and is based on identified learning objectives from the National Curriculum and White Rose Maths Scheme for Years 1 to 6.
- For a unit of work, lessons will be taught using the sequence review, teach, practice and apply.
- Teaching, questioning and activities are differentiated providing challenge for all.

Curriculum

Mathematics is an interconnected subject that enables pupils to be able to move fluently between representations of mathematical ideas.

- Information and communication technology (ICT) - calculators are not used until the teachers feel it is necessary because we want to embed good written and mental arithmetic first. Interactive teaching tools are used on a daily basis to model concepts, to stimulate discussion and to practice skills in a motivating way.
- English (spoken language, reading and writing) - children are encouraged to explain their mathematical thinking and to talk through strategies they choose to use. There are opportunities for children to use reasoning skills to explain concepts either orally or in the written form.
- Spiritual, Moral, Social and Cultural Development - the teaching of Mathematics supports social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.
- Science - the teaching of Science provides an excellent opportunity to record data in a variety of ways and to interpret a range of data. There is also the opportunity for the children to use a wide range of different scales. They will also have the opportunity to encounter the full range of measuring units in a very practical and applied manner.
- Early Years Foundation Stage (EYFS) - Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. Mathematics lessons that take place in Foundation Stage are through varied activities that allow children to use, enjoy, explore, practise and talk confidently about mathematics.

Planning

- Planning is developed into daily plans using guidance from White Rose Maths Hub maths planning and a range of other resources.
- It is the class teacher who completes the weekly plans for the teaching of Mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught and give the children the opportunity to access a wide range of activities.
- In EYFS, we relate the Mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children from birth to five.
- Planning includes revisiting objectives as well as pacy 'Mental Oral Starters'
- Use of a teaching assistant is planned for every part of the mathematics lesson to ensure they are used effectively in supporting, developing and assessing a range of ability pupil progress throughout.
- Medium and long term plans are shared with parents to allow them to have an insight into what their child will be learning about. Teachers refer to the National Curriculum and White Rose to teach in a systematic way.
- Class teachers produce a typed overview of all subjects for the week and share it on the school website.

Teaching

- In EYFS we have daily Maths tasks taking place with an adult as well as daily Maths activities in the environment.
- In KS1 maths lessons happen every day and last for approximately one hour.
- In KS2 a daily maths lesson happens for an hour a day too.
- All teaching is taught in mixed ability classes unless the objectives differ or children need extra support.

Homework

- In KS2 homework is set on a daily basis - refer to the homework policy.
- In KS1 homework is set on a weekly basis - refer to the homework policy.
- MyMaths tasks might be set for the children. MyMaths is an interactive online teaching and homework resource.

Feedback and Marking

- Feedback is either verbal or written and is judged by the teacher to see which one would be more effective. Written feedback relates to the learning objective and steers the child to reason their answers. Verbal feedback is either within the lesson or after the lesson and usually consists of revisiting tasks and explaining how the children got their answers.
- Marking is completed every day after the lesson so therefore the children can read how they did, the next day.

Assessment

We assess children's work in mathematics in a variety of ways:

- Children undertake a termly White Rose test that links in with the objectives taught that term.
- Teachers make ongoing, informal formative assessments which are used to help adjust daily plans.
- Teachers assess pupils at the end of every term and place data onto target tracker. At the end of every term teachers look at data to check the children are making the relevant progress and steps needed to make the expected standard by the end of the year.
- Teachers make formal assessments towards the end of the school year.
- We use the national tests and teacher assessment for children in Year 2 and Year 6, plus assessments from the White Rose Maths Scheme for children at the end of Years 3, 4 and 5 to help inform our teacher assessments. We also use exemplification questions and probing questions to gauge a full understanding of each child's ability.

Inclusion of All

- All pupils should have access to materials and opportunities appropriate to their specific needs.
- Differentiation of tasks, resources and teaching methods will be included in the planning stage to suit the needs of individual pupils.
- All pupils need to be challenged with open-ended tasks that provide opportunities to tackle more complex issues and use a wider range of resources.
- Pupils who have been identified as more able will also have their needs met with appropriate forms of differentiation and extra support and opportunities.