

Mathematics Policy Christ Church C of E Primary March 2015



At Christ Church C of E primary school we believe 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; tackling a range of practical tasks and real life problems.

Through the teaching of mathematics we aim to: -

- Promote high standards of mathematical achievement for all pupils
- Elevate the status of mathematics as a core subject; fostering the enthusiasm and enjoyment of mathematical learning.
- Equip children with the skills required to approach numerical problems in everyday life with proficiency and confidence.
- Cultivate an awareness of the connection between mathematical concepts; relating them to real life situations whenever possible.
- Develop a wide base of mental calculation strategies alongside the rapid recall of known numerical facts.
- Provide an interesting and stimulating environment, which encourage the development of the essential skills of investigation, reasoning, computation, calculation, classifying and problem solving.
- Create opportunities for children to represent and structure their ideas using a wide variety of recording methods - from formal written procedures to more informal jottings.
- Encourage the use and select appropriate mathematical tools and resources in order to solve problems.

The role of the governing body

Regular reports are made to governors on the progress of Math provision via our Numeracy Governor.

The numeracy governor makes regular visits to the school to facilitate the report making process and ensure this policy is understood and followed.

The subject Leader

The subject leader works in conjunction with the SMT, the role involves:-

- Modelling good practice
- being responsible for the upgrading and ordering of new resources
- Keeping informed about developments and new initiatives to support the teaching of math and to ensure all staff are kept informed
- Auditing needs and organise staff training
- Training staff in the teaching and learning of Numeracy
- Monitor planning on a termly basis with the head teacher
- Lead termly agreement trialing sessions; looking at the content of books, marking and assessment against targets
- support teachers in planning and using resources
- Periodically update this policy in line with current changes and practice

Teacher's Planning for Mathematic Lessons

Planning is based on objectives identified in the 2014 Primary Curriculum. Assessment for learning along with our own adapted APP, is used to assess the needs of pupils; ensuring planning is differentiated appropriately. Each class uses a combination of whole class and ability group teaching, which enables us to support our special needs pupils and to challenge our more able.

In upper KS2 pupils SEN pupils work in a small group led by a HLTA, who focuses on core numeracy skills. Groups are audited each half term; children are moved if further challenge or support is necessary.

In the Foundation Stage, Mathematics is addressed as one of the seven areas of learning in early Years Framework.

In all year groups opportunities are frequently sought to undertake investigations, use hands on math skills and to experience 'real world' math.

In year 6, all children undertake a small business venture for a few weeks post SATs. This usually takes the form of building and running an imaginary theme park, or a £1 million pound spend project; both of which relate to math in the 'real world'.

Teaching and Learning

To provide adequate time for developing mathematical skills each class teacher will provide five daily mathematics lessons per week. These may vary in length but will usually last for around 45-60 minutes. Additional mathematics may be taught within other subjects when appropriate.

In the Foundation stage, mathematics is taught through a range of learning contexts with shorter focused activities. Towards the end of Foundation Stage teachers aim to draw the elements of a daily mathematics lesson together, preparing pupils for the transition to KS1.

From year 1, all pupils will have a dedicated daily mathematics lesson. Within these lessons there will be a good balance between whole class, group teaching and individual work.

A Typical Lesson

A typical KS1-2 lesson will be structured in the following way;

- Oral work and mental calculation - this will involve whole class work to rehearse, sharpen and develop mental and oral skills.
- The main teaching activity - this will include teaching input, pupil activities and a balance of paired, whole class, group and individual work. Throughout this element the teacher will periodically stop pupils, assessing their progress against objectives.
- A plenary – this will involve work with the whole class to address any misconceptions, identify progress, summarise key learning and discuss next steps.

Mathematics and ICT

Many online programmes are used to support pupil progress in Math, in conjunction we use 2Simple software, Purple Mash, Sumdog and Excel in Year 6. When appropriate, all children have the opportunity to access to the computer suite for one Math lesson each week.

The Role of Assessment

Teachers will use informal assessment and observation on a daily basis to determine what they can do individually, therefore what skills they need to further their learning.

Teachers are familiar with a variety of ways to collect evidence to make teacher assessments. Evidence for APP is gathered from work in books, mental calculations and verbal responses. Levels are visible in all books, with the date cited, detailing where appropriate evidence can be found.

APP assists teachers in identifying key areas for development for each child.

In line with the 2014 curriculum, teachers have devised their own tests to assess our amended levels.

Teachers mark according to the school marking policy; stars and rainbows are used to mark against success criteria in KS2 and Green for go, think for pink in KS1.

On a regular basis, pupils are also encouraged to both peer and self-assess.

We believe marking to be a process of learning and should always provide a dialogue between teachers and pupils. Teachers welcome feedback from pupils and where appropriate offer consolidation and extension tasks as part of the marking process.

Formal records are kept to monitor progress in Math, these include;

- Transfer records from Nursery
- Foundation stage profile and pre-profile
- Year 2 & 6 SATs
- Termly assessments shared with parents and fed into the school assessment tracker on SIMS
- Copies of evidence against targeted levels from exercise books.

Special Needs including Gifted and Talented

Situations may arise in which individuals may need to work at a level either above or below that of their cohort, or may need additional assistance to accomplish tasks. This is decided through observation and teacher assessment. Where children are thought to need support, teachers use a referral procedure consistent with the code of practice for identification and assessment of special educational needs. Parents will of course be informed of any such decision. Enrichment and challenging activities are also actively sought for Gifted and Talented pupils.

Interventions

Interventions take place throughout school; these take place in the form of: -

- Specific programmes
- One to One tuition – all looked after children receive an automatic place each year, places are then allocated after assessing progress across the prior years' tracking. Children have to be a minimum of two sublevels behind target to be chosen.
- Consolidation of core skills through small group work throughout school.

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Subject Leader March 2015

