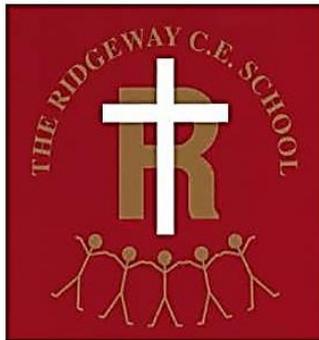


The Ridgeway CE Primary School



MATHEMATICS POLICY

Purpose

The purpose of this policy is to ensure that all staff are able to implement the teaching of maths to a high standard in order for our pupils to achieve to the best of their abilities. It has been developed by the Mathematics Subject Leaders in line with our school vision of 'building for life' to secure levels of attainment in maths that are above similar schools nationally.

Our objectives in the teaching of mathematics are:

- to promote enthusiasm of learning through practical activity, exploration and discussion.
- to develop confidence and competence with numbers and the number system through rapid recall;
- to continue to develop their conceptual understanding in order to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to help children understand the importance of mathematics in everyday life.

Context

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It is a core subject with a range of cross-curricular links but most often, is best taught discretely, using opportunities from other subjects to rehearse skills in a context. Maths involves developing confidence and competence in number work; shape, space and measure; handling data and the application of these skills. We aim to support children by equipping them with a range of computational skills and the ability to solve problems in a variety of contexts which will allow them to explore and access life to its full potential.

Leadership and Management

The subject leader's role is to empower colleagues to teach maths to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example / modelling lessons or styles of teaching
- Having a knowledge of the quality of mathematics provision across the school
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard.

National Curriculum

The Early Years Foundation Stage Curriculum feeds into the KS1/KS2 National Curriculum for mathematics. It is good practice to make use of cross curricular links to enable children to use their learning in a real life context. Therefore pupils should be given plenty of opportunities within sessions to use and apply the mathematical skills and concepts they have learned.

The school's calculation policy (renewed in February 2020) has been created to provide continuity throughout the school with all four operations, which in turn will facilitate measured progress for children in school.

Staffing

All children receive focused teaching - TA support can be used across the whole of the maths lessons. Should a teacher not teach a maths lesson, the class teacher remains responsible for the effective delivery of the learning outcomes. In Class 1, lessons are delivered by both Teachers and experienced TAs ensuring focused, relevant learning to all three year groups.

Children not in line to achieve expected progress (or accelerated progress in the case of children on the SEND register) from Key Stage 1 to 2 are prioritised for additional intervention as are those who are working below the level of expectation for their age. Class teachers are responsible for the content of these sessions although they may be delivered by a different teacher, TA or the Headteacher.

Entitlement

At our school, we teach mathematics to all children, whatever their ability or individual need. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good - excellent progress. Every

child has an equal right to receive the maths curriculum in daily maths lessons of approximately 1 hour. There may be times when it is more appropriate for Foundation Stage or Key Stage 1 sessions to be approximately 45 minutes in length and for Key Stage 2 sessions to be over an hour.

Special Educational Needs and Disability

All children will have their specific needs met through differentiated work in conjunction with targets. TA support time is planned for and provided in relation to identified needs for individuals and groups.

Implementation

We carry out curriculum planning in mathematics in two phases (long-term and short-term). Our mathematics curriculum is delivered using the Early Years Learning goals and the Mathematics Programmes of Study as a tool to ensure appropriate pace, progression and coverage of the subject. This coverage is reviewed continually by class teachers and planning is adjusted accordingly to ensure appropriate coverage of all mathematical strands.

Differentiation and challenge is driven by the accurate clear 'pitch and expectation' approach, which allows the children to steadily progress through the programme of study. Once they understand a mathematical concept, they are then required to solve problems and carry out investigations in order to deepen their conceptual understanding while also becoming more sophisticated in their Mathematical approach.

Resources

All classes have access to the appropriate resources for their varying topics of learning in Maths. When additional resources are required, further items are ordered through the Maths subject leader. We also use Probes and Maths Minutes across the school which heightens the children's mental arithmetic speed and confidence in all four operations.

Computing

Information and Communication Technology can enhance the teaching of mathematics significantly. It has ways of impacting on learning that are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. A range of software and hardware (learning pads and laptops) is available to support work across the school.

Assessment, Targets and Recording

Assessment for Learning (AFL) is fundamental to raising standards and enabling children to reach their potential. AFL in mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children which often take place in daily guided sessions during a Maths lesson. This information informs subsequent planning and next steps in teaching and learning. Planning is annotated to demonstrate adaptations and provide

feedback about children's individual/group progress. In Class 1, the teachers use the Triangle system to help with daily assessment and planning.

Teachers are using Year group assessment grids which are in line with the new Maths curriculum for their formative assessment. This detailed assessment is done throughout each term.

By tracking progress continually, all teachers have a clear understanding of how their class are progressing and where development is needed. At the end of each term (Term 1 and 2) teachers assess whether the children are on track to reach the expected level for the end of year. If the child is not on track, they will be levelled as working towards. If they are working beyond year group expectations, they will be levelled as working at greater depth. At the end of Term 3, they will be given a final level for the whole year completed. -

This data is used by the Maths Subject Leaders and Headteacher to review progress towards end of year targets, which in turn informs Pupil Progress Meetings (PPM) on a termly basis. The outcomes of regular assessments including Optional SATs and NFER tests will be recorded and combined with the teacher assessment.

Assessments specific to year groups:

Year	Assessment types
Foundation stage	Early Learning goals Age and stage bands for Early Years Outcomes (Development matters)
Year 1	Detailed teacher assessment Number bond cards
Year 2	Detailed teacher assessment KS1 past papers as well as end of year KS1 test Times table and number bond cards
Years 3, 4, 5	Detailed teacher assessment NFER tests - Autumn, Spring and Summer Times table cards.
Year 6	Detailed teacher assessment KS2 past papers as well as end of year KS2 test

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson drop-ins, book-looks, planning scrutinies, pupil conferencing and monitoring progress and attainment towards end of year targets. Continuity and progression across the school is monitored by the maths

subject leader as is the implementation and impact of Assessment for Learning. Actions identified in the SDP and Maths Action Plan, intended to raise standards, are also monitored for implementation and, when appropriate, impact.

The Maths Subject Leader will also provide an annual summary report to the Headteacher (reviewed action plan) in which the strengths and weaknesses in mathematics are evaluated and areas for further improvement are identified.

A named member of the governing body is briefed to oversee the teaching and learning of mathematics. The maths governor meets with the subject leader to review progress at least twice a year. More informal meetings and correspondents will also happen during the year when needed.

Partnerships with parents

Parents are informed of developments in Mathematics on a regular basis. Workshops are set up for parents when new initiatives are set up. KS1 homework also has guidance that details how children should be tackling a particular calculation or problem. This also happens in KS2 when needed.

Implemented - February 2017

Review date of policy - 2020

Next Review - July 2023