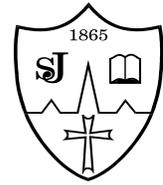


St. James' C of E Primary School

Mathematics Policy

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Introduction

This policy outlines the aims, organisation and management for the teaching and learning of mathematics at St. James' C of E Primary School.

It is based on: the Early Years Foundation Stage Document (EYFS) and the National Curriculum 2014.

Aims

Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

Our aims in teaching mathematics are:

- To enable pupils to become fluent and flexible in the fundamentals of mathematics and be able to recall and apply their knowledge rapidly and accurately.
- To develop their reasoning and resilience to apply mathematical skills with confidence when solving problems and completing investigations.
- To enable pupils to express themselves and their ideas using the language of mathematics.
- To develop pupils understanding by using practical resources to support learning and teaching.
- To be able to use and apply mathematical skills in other curriculum subjects and in real contexts.
- To develop positive and confident attitudes towards mathematics.

The Governing Body

Regular reports are made to the nominated Mathematics Governor and the Governing Body regarding the provision and progress of mathematics. Visits to the school, with a mathematics focus, may take place throughout the year by members of the Governing Body.

Teaching Mathematics

The teaching staff at St. James' C of E Primary are encouraged to be flexible and adaptable to the needs of their class. At Foundation Stage, formal and informal opportunities for mathematics are developed through daily routines and are linked to a theme where appropriate. From Year One, mathematics is taught for a minimum of

five hours per week. In Years 4-6, children are set according to ability within their year group. A mathematics lesson taught in Year 1 – 6 may include the following: oral and mental strategies, partner and class discussion and exploration, teaching and learning opportunities, and regular mini plenaries in order to consolidate and review learning, make assessments and provide further challenges.

ICT is used by teachers and pupils to support teaching and learning in mathematics. Interactive Whiteboard programmes are used in the classrooms for whole class teaching and further mathematical software is used regularly by pupils on laptops or Learn-pads.

Periodically, lessons may be observed by the Senior Management Team.

Curriculum Planning

Medium Term Planning

In the Foundation Stage, teachers use Development Matters for support in implementing the Mathematics area of learning and development, which is outlined in the statutory framework for the EYFS (2014).

In Key Stage 1 and 2, planning follows the new National Curriculum 2014 and the Programmes of Study, which organise the key objectives of mathematics into the following areas:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions (and Decimals)
- Measures
- Geometry
- Statistics

Links and connections are encouraged between the above areas and the key objectives.

In Years 1-6 Teachers use the National Curriculum 2014, School Pupil Tracker Online (S.P.T.O) and the 'Kangaroo Maths' scheme of work to plan their sequence of lessons. A strong emphasis on Using and Applying mathematics and Problem Solving is embedded throughout the subject.

Short term planning

In the Foundation Stage, teachers plan for two weeks and include: development statements, mathematical language, activities and assessment opportunities.

In Years 1-6, short term plans include: learning objectives, activities for the mental and oral starter, teaching and learning, independent tasks, differentiation, and adult support. Teachers evaluate units of work by making short notes about pupils who have exceeded or not achieved expectations.

Success Criteria is used from Years 1-6 to scaffold and facilitate learning. This may not be seen in formal short-term planning but will be evident in books.

Assessment, recording and reporting

Assessment is regarded as an integral part of teaching and learning. It is the responsibility of the Class Teacher to assess all pupils in their class.

Day-to-day assessments

Assessment may be based upon observation, skilful questioning, informal testing, thorough marking and the evaluation of the pupil's work.

Periodic assessments

In September 2015, St. James' C of E Primary School began to use the S.P.T.O. tracking system. This enables teachers to monitor the progress of every child in their class against each National Curriculum key objective or development statement and Early Learning Goal. The records of achievement for each year group are updated every term and inform intervention needs.

Transitional assessments

When pupils enter the Foundation Stage, formal and informal baseline assessments take place (using the Early Excellence Baseline Assessment) and transitional documents from pre-school settings are considered. Periodic assessment occurs frequently and judgements are made against the development statements and Early Learning Goals for Mathematics.

In Year Two and Year Six, assessments are carried out towards the end of the school year to review pupils' progress and attainment. *(For further detail, see the Teaching and Learning and Assessment Policies.)*

Intervention programmes

Foundation Stage and Key Stage 1:

Children are supported individually or in small groups by a Teaching Assistant or Teacher as and when required. Provision is provided for those who are under achieving and require Booster Sessions.

Key Stage 2:

Booster Sessions are provided in the Spring Term for those in Year Six who 'narrowly,' under achieve age related expectations.

Intervention Programmes are reviewed and evaluated each term by the Phase Leaders and Mathematics Subject Leader; information is then shared with Staff and the Senior Management Team. Children receiving extra mathematical provision are recorded on the S.P.T.O. tracking system.

Gifted and Talented

Directed teaching time is given to Gifted & Talented pupils. With direction, children are challenged and they are encouraged to complete more advanced problem solving or investigations. *(For further detail, see the Gifted and Talented Policy)*

Special Educational Needs

Children who have a 'My Plan' may have specific outcomes which are addressed through mathematics lessons. Additional support is provided by the Class Teacher or Teaching Assistant. *(For further detail, see the Special Educational Needs Policy)*

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the mathematics curriculum regardless of their race, gender, cultural background, ability or physical disability. *(For further detail, see the Equal Opportunities Policy)*

Monitoring and Review

This policy has been developed through discussion with all teaching staff.

Its implementation is seen as the responsibility of all teaching staff. Its use and effectiveness will be supported and monitored by the Mathematics Subject Leader, on behalf of the Headteacher and the Governors.

This policy will be reviewed every two years or as a result of legal requirements and new initiatives.