



**South Hiendley Primary School**

# **MATHEMATICS POLICY**

Subject Leader: Helen Reed

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Next Review: September 2020

## **RATIONALE**

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at South Hiendley Primary School.

All children are encouraged to enjoy mathematics and become enthusiastic mathematicians by developing their skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations. It is important that children develop the skills of numeracy to become lifelong learners. They should be able to apply these skills in different situations across the curriculum and in daily living outside school.

It is our aim at South Hiendley Primary School to:

- Develop a positive attitude towards mathematics.
- Develop a numerate environment where mathematical risk-taking, creativity and logical thought are encouraged in order to develop independent learners.
- Develop and consolidate basic mathematical skills and become numerically fluent.
- Promote confidence and competence with numbers and the number system.
- Develop the ability to solve problems through decision making and reasoning in a range of contexts.
- Develop a practical understanding of the ways in which information is gathered, presented and interpreted.
- Explore features of shape and space, and develop measuring skills in a range of contexts.
- Develop mathematical communication through speaking and listening, practical activities and recording work.
- Develop an ability to use and apply mathematics across the curriculum and in real life.

## **TEACHING AND LEARNING STYLES**

The school uses a variety of learning and teaching styles in mathematics and employs strategies that cater for different types of learners:

- Teacher modelling
- Cross-curricular links
- Use of models and images
- Use of computer software
- Use of the outdoor environment
- Effective questioning
- Whole class interaction
- Children asking and answering questions
- Explaining their thinking
- Pupil demonstration

A range of suitable learning opportunities are planned and used to cater for different abilities - differentiated group work, and children working independently, in pairs, groups and as a whole class.

The use of open-ended investigations provides opportunities for differentiated outcomes.

Teaching Assistants are used to support identified children.

## **CURRICULUM TIME**

A daily maths lesson is taught in UFS, KS1 and KS2 and opportunities for oral and mental maths activities are included every day. Years 1 to 5 undertake a daily FOPS (Four Operations) session which gives them the opportunity to practise their arithmetic skills throughout the year (Year 1 start these during the Spring Term). Year 6 have daily arithmetic sessions which focus on identified weaknesses.

Years 2 to 6 practise the appropriate times tables at least 2-3 times each week and use Times Tables Rockstars to develop their rapid recall of times tables facts and also the associated division facts. In the Early Years, children are introduced to short daily whole class teaching sessions. Key maths skills are then extended through child initiated activities and further small group sessions which are adult led.

There are also opportunities for cross-curricular links which will provide work in other areas of the curriculum to support and reinforce children's mathematical learning.

## **PLANNING**

Maths in Early Years is based on objectives from the Development Matters Document, which ensures that they are working towards the appropriate Early Learning Goals. Towards the end of Reception, the elements of a daily mathematics lesson become more structured so that by the time children move into Year 1 they are familiar with more structured maths lessons.

The Mathematics Programme of Study (Sept 2014) is the basis for implementing the statutory requirements for maths in Key Stage One and Two. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content (mastery). Those who are not sufficiently confident with earlier material will consolidate their understanding before moving on.

Teachers' long term planning for Mathematics comprises of the relevant Year Group objectives, and these inform medium term planning. Copies of this planning are stored on the school's computer system in the Planning folder on the Shared Drive. Short term planning is completed weekly by class teachers and is available to the Maths Leader when requested. Teachers use the White Rose Maths scheme to inform their short term planning and this is supplemented with a variety of further materials such as: Abacus, NCET, NRich, AET, Classroom Secrets, Teach Active and Maths Eyes materials.

### **CROSS-CURRICULAR LINKS**

The teaching of mathematics contributes significantly to children's understanding of other curriculum areas. Links are planned and taught appropriately.

### **MARKING**

The children's work is marked according to the school's agreed marking policy (see Appendix).

### **PRESENTATION OF WORK**

The children's work is presented according to the school's agreed presentation policy (see Appendix).

### **RESOURCES**

Most mathematical materials, equipment and basic resources are stored in each classroom, and further resources are kept in the storeroom. The maths leader should be informed when equipment needs replacing or supplementing. The children are shown how to take care of equipment and encouraged to independently select materials suitable for the task in which they are engaged.

### **ASSESSMENT, RECORDING AND REPORTING**

Assessment is an integral part of teaching and learning, and is a continuous process. Children's progress in the Early Years is measured against the Early Learning Goals at the end of the academic year, as part of the Foundation Stage Profile. Upon entry to Early Years, teachers carry out a baseline assessment of the children in their class. They then assess children's work on a daily basis, but also carry out more formal assessments at the end of each half term to demonstrate progress made.

In Key Stages 1 and 2, the previous summer's data is used as a baseline and then assessment outcomes are recorded half termly using Target Tracker in order to assess progress against school and national targets. Target Tracker is also used on a daily basis to monitor each child's progress. White Rose Maths tests are also carried out at the end of each term to support teacher assessment. The Year Two and Year Six children undertake national tests annually.

Regular pupil progress meetings are held with the Headteacher, where the attainment and progress of individual children and vulnerable groups are discussed and next steps identified. Teachers set individual targets based on each year group's statutory requirements.

A summary of each child's attainment and progress is reported to parents, following statutory guidance, through termly parent interviews and end of year reports. Information is also passed on to the next teacher (see Transition Policy).

## **MONITORING AND EVALUATION**

Teaching staff monitor their pupils through observation, discussion, teacher assessment, marking work and testing.

The teaching of mathematics is monitored through:

- Scrutiny of work
- Lesson observations
- Scrutiny of planning
- Pupil interviews
- Discussion during staff meetings and INSET
- Tracking children's progress using Target Tracker

The Headteacher and maths leader are responsible for monitoring progress in mathematics.

## **INCLUSION**

All children have equal access to the mathematics curriculum. Our school strives to meet the needs of pupils with special educational needs or disabilities, those who are gifted and talented, and those learning English as an additional language.

Further guidance can be found in the school's Inclusion Policy.

## **HEALTH AND SAFETY**

Children are made aware of their responsibility regarding safe and sensible use of equipment. All equipment used is of a suitable nature e.g. no glass jars for capacity work. Any potentially harmful equipment, such as compasses, are stored away safely and their use is closely supervised.

## **MANAGEMENT OF MATHEMATICS**

### **Role of the Co-ordinator**

- Lead by example in the way that they teach in their own classroom.
- Ensure teachers are familiar with the National Curriculum and support with planning.
- Prepare, organise and lead INSET/staff meetings, with the support of the Headteacher.
- Work co-operatively with the SENDCo to ensure that provision for SEN pupils is good.
- Observe colleagues with a view to identifying the support they need.
- Attend relevant INSET provided by the Local Authority and other outside agencies.
- Analyse data to identify strengths and areas for development for specific groups/classes.
- Provide regular updates for the Governing Body through presentations to the Standards Committee.

### **Role of the Class Teacher**

- Teach well-planned, differentiated lessons.
- Ensure all groups of children have access to quality first teaching.
- Deploy Teaching assistants effectively, delivering high quality activities.
- Make good use of AfL to inform planning, and make accurate assessments.

### **Role of the Governing Body**

- To visit school as part of their *Governor Action Plan*, which is closely linked to the *School Development Plan*.
- To attend relevant training.
- To complete a record of visit form (following any visits) and report back to the *Governing Body*.

### **Role of the Headteacher**

- Ensure that *Mathematics* maintains a high profile in the school's development work.
- Deploy support staff effectively to maximise support for the curriculum.