



Mathematics Policy

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **November 2016**

Chair of Governors:

Date for review: **November 2018**

MATHS POLICY

Autumn 2016

At Preston Primary School, we believe that mathematics is a key life skill. Through the curriculum, we will support children in developing their mathematical fluency so that they are able to apply their mathematical knowledge and skills with confidence in the school setting and in their daily lives.

Purpose:

- To promote a shared love and understanding of Mathematics;
- To establish an entitlement for all pupils;
- To set high expectations for all teachers and pupils;
- To encourage continuity and coherence across the school.

Aims

To encourage children to:

- apply their mathematical knowledge with confidence to solve problems;
- select and use a range of calculation strategies appropriately and competently;
- learn and apply number facts fluently;
- develop their reasoning skills through enquiry and through identifying mathematical relationships;
- understand and use mathematical vocabulary fluently and accurately;
- select and use mathematical equipment with accuracy;
- make links between mathematical learning and real-life situations.

Expectations:

By the time children leave our school, we expect them to be able to apply their mathematical skills and knowledge with confidence and fluency. In order to achieve this, we expect children to reach year group expectations in line with the National Curriculum. Challenges are also provided which allow children to work at greater depth. We want every child to take pleasure in the challenges of Maths and to draw upon their learning when solving real-life problems. A focus in each classroom relates to the use and understanding of vocabulary as a starting point for learning.

Teaching and Learning

Planning:

The Early Years Foundation Stage Curriculum is used as a basis for the planning and provision in Reception. To support practitioners in implementing the statutory requirements of the Early Years Foundation Stage, the guidance material provided in *Development Matters in the EYFS* is used. Planning for this year group includes child initiated and adult led activities which are provided for in the classroom and outside area and are based around the children's interests.

From Years 1 to 6, the new National Curriculum 2014 forms the basis of teaching and learning across each year group. Teachers work towards independent learning and provide opportunities for children to challenge their own knowledge and understanding of the subject through application and plan for different ability groups.

Teachers use the National Curriculum 2014 as a starting point for creating long and medium term plans. These are then used as a basis for short term planning and are adapted according to the needs of the children. Teachers plan closely with other key stage colleagues to ensure mixed age groups are given the same curricular opportunities and that balanced cross curricular coverage is also provided.

Clear objectives are set for each session and success criteria are shared with pupils. Teachers differentiate according to the needs of the pupils and *assessment trackers* determine individual targets planned into focused sessions. Mathematics is encouraged and developed across the curriculum and links are made to other subject areas where appropriate.

Computing and technology is also used to enhance, extend and complement the curriculum for Mathematics.

Additional adults are used to support the teaching and learning. They work under the guidance of the teacher with small groups of children or individuals and also provide key interventions throughout the week.

Inclusion:

All children receive quality first Maths teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to

require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented and are specific to the pupils' needs. Teachers and teaching assistants work closely to plan programmes together and monitor progress of these pupils.

Those children identified through individual support plans or those with English as an additional language, are provided with extra support, some of which takes place during different periods of the school day outside of the allocated whole class teaching.

Resources are used across the mathematical curriculum to support and extend learning. These resources are adapted to suit the needs of individual children.

Challenges are set within the classroom environment to provide opportunities for pupils to work at greater depth.

Assessment, Reporting and Recording:

Assessments are made in line with the school's assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and next steps. In Early Years Foundation Stage, progress is evidenced through the children's work and observations. This evidence is collected in a Learning Journey and is assessed against the objectives set out in *Development Matters in the EYFS*. In Years 1 to 6, this is recorded through the school's assessment trackers for each pupil. This helps to support teachers and pupils in identifying next steps and assessing attainment and progress at regular intervals. Group or individual targets are set accordingly.

Analysis of assessment data alongside assessment tracker data is used to set targets. The school uses the latest termly NFER testing materials across key stage 2 to monitor curriculum coverage and attainment. The end of year assessment resources are used in both Year 2 and 6 to monitor areas for development or consolidation. Class targets are derived from year group expectations and are regularly reviewed as a staff to ensure consistent progression throughout the key stages and individual year groups.

Children are informed of their own targets for learning and are supported to make progress towards them through marking and feedback. They are encouraged to review their own progress towards year group objectives through self and peer assessment. Marking is in line with the school's marking and feedback policy.

Parents and carers are informed of their child's progress and attainment in Mathematics through consultations in the Autumn and Spring Terms and formally through an end of year report.

Homework:

Currently under review

Staff Development:

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Ongoing discussions are encouraged between colleagues to share best practice and to draw on expertise. Training needs are identified as a result of reflective discussion, whole school monitoring and evaluation, performance management and through induction programmes. These are then reflected in the School Development Plan on an annual basis.

Outside agencies are called upon to cater for whole school needs and the Maths co-ordinator arranges for relevant advice and information to be fed back from courses and from individual training programmes.

Additional adults involved with intervention programmes receive appropriate training that may be school based or through specific training schedules and companies.

Monitoring and Evaluation:

All staff members have a responsibility to monitor and evaluate the provision of Mathematics in school, dependent on their involvement in the teaching and learning opportunities provided.

The Executive Head teacher, Deputy Head and Maths co-ordinator monitor those areas identified as school priorities and ensure discussions take place involving all staff members. The action plan produced and monitored by the Senior Management Team and Maths co-ordinator may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place. This may take the form of a classroom observation, a book scrutiny, work sampling, data analysis or test result diagnostics.

This policy will be reviewed in November 2018, or earlier if there are significant changes to be considered.

Appendices

Appendix 1: Calculation Policy

Appendix 2: Number Knowledge

Appendix 3: Resources