



St Thomas's CE Primary School

Mathematics Curriculum Policy

School:	St Thomas CE Primary School
Date adopted by Governing Body:	February 2018 Reviewed Feb 2019
Signed: (Chair of Governors)	
Signed: (Headteacher)	

Introduction

Our mathematics policy reflects the principles identified in our whole school aims and the essential part that mathematics plays in the education of our pupils.

All children are encouraged to enjoy mathematics and become more 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.

Values

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to the planning, delivery and assessment of the mathematics' curriculum.

The National Curriculum (2014) for mathematics describes what must be taught in each key stage. The mathematics taught and the methods used reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

- (A) The Revised Statutory Framework for the EYFS (2012)
- (B) The Development Matters in the EYFS (2012)
- (C) Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2013)
- (D) Mathematics Planning National Curriculum documentation - Lancashire County Council (2013)

This policy provides information and guidance for staff, governors, parents and other interested persons.

Aims and Objectives

The aims of teaching mathematics in St Thomas's C.E are:

- to develop a numerate environment where mathematical risk-taking, creativity and logical thought are encouraged in order to develop independent learners;
- to promote confidence and competence with numbers and the number system;
- to develop the ability 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, presented and interpreted;
- to explore features of shape and space and develop measuring skills in a range of contexts;
- to develop mathematical communication through speaking and listening, practical activities and recording work.

Equality Duty

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Organisation and Planning

The school uses a variety of teaching styles to cater for the different learning needs of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of split provision teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use Computing in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Although the programmes of study of the National Curriculum (2014) are organised into distinct domains we believe as the National Curriculum states 'that pupils should make rich connections across mathematical ideas to develop fluency,

mathematical reasoning and competence in solving increasing sophisticated problems' (DFE, 2013:3) With this at the forefront of our teaching we ensure that using and applying mathematics is integrated into planning and teaching. The teaching of Problem Solving and particularly Reasoning is clearly labelled in Books and Floor Books.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children, we personalise learning by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies such as through differentiated group work, different levels of support provided to groups and individuals and by organising the children to work in pairs on open-ended problems or games.

We use teaching assistants to provide appropriate support to individuals or to groups of pupils. Teaching assistants within St Thomas's Primary School are viewed as an important 'asset' to the school and, as such, are appropriately involved in the planning and delivery of the mathematics curriculum. Their knowledge, skills and understanding are constantly updated through involvement in school-based and LA led INSET.

The Role of the Subject Leader

- To promote subject good practice throughout the school and extend good practice among colleagues and classes
- To implement and contribute to new initiatives
- To be involved in L/T and M/T planning
- To investigate whole school progress and performance in line with National Curriculum requirements-reporting to headteacher
- To prepare the subject policy document
- To organise, plan and lead inset as needed
- To maintain an up to date stock of resources. and equipment to ensure effective curriculum delivery
- To liaise with pre-school settings and High Schools to develop strategic and sustainable links
- To arrange and co-ordinate subject based events
- To celebrate their subject within school and the wider community
- To maintain a subject leader file and website subject page which includes a portfolio of evidence to support good practice

Assessment, Recording and Reporting

Assessment takes place in line with the agreed school's assessment policy.

Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers assess children's work in the short, medium and long term. Short-term assessments are matched to the teaching objective and help to adjust daily plans.

Medium-term assessments measure progress against the key objectives and inform future planning and teaching.

Assessment For Learning is an essential part of the schools assessment. Children will use Curricular Targets, Peer and Self assessment, Written and Oral Feedback to develop their learning.

Long term assessments are used to assess progress against school and national targets. Assertive Mentoring weekly and termly assessments are used alongside National tests for Y2 and Y6. A summary of each child's progress is reported to parents following statutory guidance. Information is also passed onto the next teacher.

Teachers will set termly targets for their pupils based on teacher assessment and testing. This progress will be monitored and reviewed. Class teachers will set short-term targets orally or through comments in exercise books.

Monitoring and Evaluation

Our governing body's Learning and Well-being Committee is responsible for monitoring the way the school curriculum is implemented through: termly HT report, core subject reports to governors by subject leaders, book scrutiny, engagement with children, parental questionnaires, attending subject training sessions.

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

The teaching of Maths is monitored through book scrutiny, lesson observations, short and medium term planning, pupil interviews, discussion during staff meetings and INSETs and tracking children's progress through testing. It is the responsibility of the co-ordinator and Headteacher to monitor.

Inclusion

Teachers are required to set high expectations for every child ensuring work sufficiently stretches all children- including those children who are working above the expected standard. In addition, work is planned at the appropriate level for those children who are working below expectations or who come from disadvantaged backgrounds. Teachers are required to set ambitious targets which children are aware of and are able to talk about. Teachers ensure that all planning evidences that there are no barriers to progress and attainment. The teaching opportunities for children for whom English is an additional language help develop their grasp of English and aim for children to access all subjects. Children are encouraged to debate various issues, as well as being encouraged to develop high level questioning skills in order to steer their own learning.

Resources

All maths resources are stored in a central location in Key Stage 2. Staff are able to access this when required.

Computers

Computers and I pads are used throughout the school we have high quality software that stimulates discussion and allows skills to be progressed as the children move up through school, allowing children to generate and explore ideas for themselves.

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 equipment such as compasses are stored away safely. A risk assessment is carried out prior to children participating in a mathematical activity outside the classroom.

Parents

Parents have a valuable role to play in assisting the children in developing their Numeracy skills.

Parents are invited into school twice a year to look and discuss their children's work, but are welcome at any time to discuss pressing issues.

When significant changes have been made to the Mathematics Curriculum parents are either invited to a meeting or sent the relevant information home.

Review

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of the children

Review: September 19