

# **Mathematics Policy**

## **New End Primary School**

**Date Completed: Autumn Term 2019**

**Review Date: Autumn Term 2021**

### **Rationale**

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.

### **Aims**

- encourage an enjoyment and love of mathematics
- give pupils opportunities to use mathematics in everyday situations
- develop confidence in using mathematics
- encourage pupils to take responsibility for their own learning
- provide adequate and appropriate concrete experience to allow the secure formation of concepts and the development of understanding
- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

### **Governor and Staff Responsibility**

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

Governors will:

- ensure that there is a link governor responsible for Mathematics, who will meet regularly with the Mathematics subject leader
- ensure that arrangements for the teaching of Mathematics throughout the school are reviewed regularly and agreed

## Role of the Headteacher

The Head-teacher will:

- ensure INSET time, when appropriate
- provide a budget for sufficient resources
- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- enable the lead teacher to work alongside other staff, where appropriate
- ensure the monitoring of teaching and learning through lesson observations and intake of Mathematics outcomes across the school
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching.
- liaise with staff about record keeping and assessment
- report to Governors, where appropriate, about the development of Mathematics and progress made

## Role of the Mathematics Leader of Teaching and Learning / Co-ordinator

The Mathematics leader of teaching and learning will:

- ensure that all staff are aware of the Mathematics and Calculation policies.
- have an impact on raising standards of attainment for Mathematics across the whole school.
- ensure the effective implementation of the Mathematics programme of study.
- monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- maintain the availability of high quality resources.
- maintain an overview of current trends and developments within the subject.
- ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- ensure a regular and effective programme of analysis of short-term planning is in place.
- effectively manage any funding designated to Mathematics.
- keep up to date with current initiatives

## Role of the Class Teacher

The class teacher will:

- ensure the effective implementation of the National Curriculum Mathematics Programme of Study
- make effective use of Assessment for learning within Mathematics
- to ensure work is both structured and challenging to enable all children to reach their full potential
- report on children's progress in Mathematics in annual reports
- attend INSET, when necessary
- liaise with and work alongside the Mathematics Leader of Teaching and Learning, when appropriate

## Role of Non Teaching Staff

Non Teaching staff will:

- support the class teacher in the effective implementation of Mathematics.
- support small groups and individuals within the daily Mathematics lesson.
- report back to the class teacher on the attainment of the child/children they are supporting.

## Organisation

The Mathematics Curriculum is delivered using the objectives set out by the National curriculum in England Mathematics Programme of Study. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In the **EYFS** children experience an assortment of activities using the Development Matters document and the White Rose Mathematics Everyone Can progression document for its key skills focus.

At the beginning of **KS1** the children move from the Early Years Foundation stage through to the National Curriculum, when this is deemed appropriate for the individual child.

Each class from year one to year six should have a daily Mathematics lesson which takes its objectives using the National curriculum in England Mathematics Programme of Study and are delivered through the use of White Rose Maths Planning.

## Planning

Maths lesson plans will be completed within the weekly planning timetable. Lessons should be planned with the guidance of White Rose Maths termly plans. Lesson plans should show clear progression. There should be evidence of mastery embedded in lesson plans.

## **Resources**

Each class has a core bank of resources and there are additional resources held as a central resource in the shared area.

Numicon is used as a teaching and learning resource in the EYFS, Key Stage one and year three. It is also used as practical equipment for those children who require it in the rest of lower and upper key stage 2.

## **DLC and Mathematics**

Pupils should be given opportunities to apply and develop their DLC capability through the use of DLC tools to support their learning in Mathematics. See individual policies for full details.

## **Equal Opportunities**

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the Mathematics regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for Mathematics. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

## **Pupils with Special Educational Needs and Disabilities**

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in Mathematics lessons.

## **Gifted and Talented**

Children demonstrating a particular ability in Mathematics should continue to be supported in achieving higher standards through challenging activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities (Primary Maths Challenge).

## **Pupils with English as an Additional Language**

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in Mathematics.

## **Monitoring and Evaluating Policy and Practice**

The policy will be reviewed regularly by the Mathematics Leader of Teaching and Learning to ensure that it reflects practice at New End.

Assessments of children's progress in Mathematics are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through on-going teacher assessments, termly assessments and end of key stage SATs.

Throughout the year the Mathematics Leader of Teaching and Learning will have the opportunity to look at samples of work across the school. Feedback will be made to staff. A number of lessons will also be observed by the Mathematics Leader of Teaching and Learning across the key stages so that they have an understanding of the quality of teaching and learning in Mathematics in the school. Data about children's performance in Mathematics SATs are analysed and this information is used to inform future planning and development priorities. The planning for teaching and learning in mathematics will be scrutinised on a termly basis by the Mathematics Leader of Teaching and Learning, to ensure that there is good coverage; evidence of mastery and that the planning takes into account the needs of individuals or groups within classes.

**Maths policy reviewed on 17<sup>th</sup> September 2019 by Bernadette Warwick, Maths Leader of Teaching and Learning.**