

Mathematics Policy

New End Primary School

Date Completed: Spring Term 2022

Review Date: Spring Term 2023

Temporary changes due to Covid 19 and lockdown

White Rose Planning includes the revision of learning from the previous year group, which may be less secure due to learning during lockdown periods and Covid outbreaks within classes and year groups. We continue to assess the children's starting points for learning using the White Rose Maths end of block assessments as a pre-test, across the topics we are teaching in the coming term.

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 and resources. They are further supplemented with problem solving and investigative challenges from resources such as NRICH and the NCETM mastery programme.

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. White Rose Maths plans ensure that mastery is embedded in each lesson.

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. 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, Rooyal Institution Primary Maths Masteclasses).

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, pre and post block 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. Speak to pupils about their learning. A number of lessons will also be informally 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. Written feedback will be made to staff following this. 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 and evidence of mastery, through the use of the White Rose Maths scheme of learning.

Maths policy reviewed on 18th January 2022 by Bernadette Warwick, Maths Leader of Teaching and Learning.