

Mathematics Policy



Chenies School





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Introduction

Mathematics teaches us how to make sense of the world around us through developing our ability to calculate, communicate, reason and solve problems. It enables children to explore, understand, and appreciate relationships and patterns, both in number and shape, in their everyday lives.

This policy outlines the teaching, learning and management of mathematics at Chenies School and is based on the National Curriculum, implemented September 2014. The implementation of this policy is the responsibility of all teaching staff.

Aims

At Chenies School we aim for every child to:

- Have a positive and confident attitude towards mathematics.
- Develop the ability to think mathematically and solve problems in a range of contexts, understanding the importance of mathematics in everyday life.
- Be able to ask questions and communicate ideas and experiences with adults and peers, clearly and fluently, using appropriate mathematical vocabulary.
- Have a secure knowledge of the basic fundamentals, such as, number bonds, times tables and calculation methods, to enable quick recall and use of the most efficient methods.
- To persevere and have a willingness to learn from mistakes, without fear of making them, in line with a Growth Mindset approach.

1.0 Teaching and Learning

1.1 Organisation

Across the school, we provide a daily mathematics lesson of approximately 60 minutes.

In KS1 and KS2, children are taught mathematics in their classes, with lessons incorporating objectives from both year groups. Wherever possible, pupils have opportunities to develop and apply their mathematical skills in a variety of contexts.

1.2 Planning

All year groups from Reception to Year 6, use a combination of Abacus and White Rose planning. Plans and activities are sourced and adapted by each teacher to address the difference in objectives for each year group in their class, along with their particular class' needs. Final plans are saved on the school's central network system. Lessons include varied fluency and reasoning and problem-solving style questions.

1.3 Early Years Foundation Stage

In our EYFS, we teach mathematics, following the objectives laid out in Development Matters and the Early Learning Grid. The White Rose planning system becomes appropriate during the 40 – 60 months profile when the children are working towards the Early Learning Goals.

1.4 Mathematics Vocabulary

Every classroom has a mathematics working wall with relevant vocabulary displayed and referred to throughout lessons. Walls should be updated and added to regularly during and following a topic. Children will be encouraged to use the correct mathematical language and terminology to discuss their mathematics and to explain their reasoning.

1.5 Resources

In Foundation stage and Key Stage 1, the classes should have a well organised mathematics area which is clearly accessible and labelled in order to encourage independence for the children. Concrete resources and manipulatives are an important first step in the mathematical process.



Across all classes, resources such as number lines and number squares, relevant to the children's current level of attainment, should be clearly displayed and available for the children to access.

Any Mathematics resources, including teacher's resources and text books, which have the potential for being used on a daily basis, should be kept within each year group. Equipment that supports topics such as shape and space, time, measures etc is stored centrally in the side room of Hockney Class.

1.6 Approach to Calculations

A separate policy outlines how we teach calculation methods. This reflects the curriculum expectations. This provides guidance and progression in the methods a child will be taught whilst at our school.

1.7 Cross curricular links

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to use mathematical experiences across a wide range of activities, allowing children to use and apply mathematics in real life contexts.

1.8 Challenge for all

Quality Teaching ensures all children, whatever their ability, are taught within a class group. Tasks are differentiated within each ability group, expectations are set high for all of the children, regardless of their ability and no ceiling is put on their ability to attempt a task. Where possible children will be encouraged to choose their own differentiated activity and work at a level of challenge that is right for them.

All children will benefit from the emphasis on oracy, mental work and watching and listening to other children demonstrating and explaining their methods. However, a pupil whose difficulties are complex or whose mathematical understanding is behind their expected age range, will be supported individually or working as part of a smaller group during the main part of the lesson.

Extension work will involve more challenging, open ended problems or games to tackle and children will be encouraged to attempt these independently. Extensions can be given in the form of higher order questioning – encouraging children to explain answers in different ways, or in the form of worksheets or tasks accessible to all on the working wall

1.9 Presentation of work



Children in Reception are often involved in practical mathematics activities, where the teacher and/or LSA will make notes and record any comments and/or take photos. Any recording by the child may be on whiteboards or customised worksheets. Any recorded work is then added to their individual learning journal.

Children in Years 1 and 2 record any written learning in A4, 1cm² books.

Year groups 3-6 use A4, 8mm² books unless a child would benefit from 1cm² due to special educational needs. Any separate work sheets may be trimmed and stuck into books, keeping learning in chronological order.

All mathematics work is recorded in pencil and a ruler must be used to draw any straight lines. All work must have a margin, short date and a LO Slip, identifying the learning objective and success criteria. At the end of lessons, children should assess their learning against the LO slip and in KS2 they should also be encouraged to write a reflective sentence about Maths topics, focussing on what they have learned (tick comment) and what they need to continue to work on (next step comment).

All children are expected to use the 'one digit per square rule especially when calculating using traditional written methods.

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2.0 Home learning and Parents

The daily mathematics lesson will provide opportunities for children to practise and consolidate their skills and knowledge, and to prepare for their future learning. These will be extended through home learning activities. These activities will be short and focussed and may need to be completed online or on paper, as directed by the teacher. The frequency and expectations are outlined in our Homework Policy.

Children will also be expected to learn their times tables as these will be tested regularly in mathematics lessons. The school website is a useful source of helpful information for both parents and children. A times-tables challenge online exercise may also be set alongside the other maths home learning each week.

3.0 The Role of the Learning Support Assistant

LSAs are planned for within the teacher's lesson plans. During the class teaching sessions, the LSA will sit near targeted pupils who have been identified as needing extra support or encouragement so that they can participate to the best of their ability and gain the most from each lesson. During the independent or group working part of the lesson, the LSA will not necessarily work with the same individual or group every day. The teacher will make time to converse with the LSA to assess the children's achievement and in some instances the LSA will make specific notes for the teacher. All LSAs will be provided with their own copy of planning.

4.0 Marking and Assessment

4.1 Marking and Feedback

When responding to the children's work, we provide praise, support, encouragement and feedback. As and when the children are ready, usually in KS2, the children are encouraged to mark their own work, using red and green, correcting or extending any work in purple. This allows the children to identify where they have made errors, gives them ownership of their work and allows the class teacher to quickly identify any common errors or misconceptions, which can be addressed, either in the next lesson or in a smaller intervention group.



Children are given time at the start of a lesson to reflect and act upon any comments marked in their books by the class teacher.

4.2 Assessment

Assessments take place at three levels: short term, medium term and long term. These assessments are then used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short term assessments are an informal part of every lesson to check pupils' understanding and give the teacher information, which will assist in adjusting day-to-day lesson plans. Children are encouraged to self reflect on their work. This helps to inform teachers, as well as marking. Teachers are also expected to recognise common misconceptions and errors and address them quickly in the form of intervention work with a member of staff.

Medium term assessments will take place every half term. Termly (half-termly for Year 6) they will consist of formal written assessments including arithmetic and problem solving and reasoning papers. These tests are in the same format that the children will be assessed in at the end of year 6. Children will be made aware of their results and will be helped in reviewing areas that they found difficult. It may be appropriate for these tests to be sent home as part of a home learning task.

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Long term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment against the National Curriculum descriptors.

Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class, to produce a summative record. Accurate information is reported to parents at parents' evenings and in the annual school report and to the next teacher.

5.0 Target Setting

Children will be continually assessed throughout the year and data will be gathered. They will be reviewed at the end of each term and any evidence noted and dated accordingly. Teachers will feedback to parents and set achievable targets for the future.

6.0 Attainment and Progress

Attainment and progress are measured through the assessment process outlined above. Pupil Progress Meetings take place every term and enable review and discussion of pupils' progress. This information is used to identify those children who are underachieving in mathematics. They will be given additional help and support in class to close the gap.

7.0 Management of Mathematics



The Senior Leadership Team and the Mathematics Subject Leader are responsible for monitoring the planning and attainment in Mathematics.

7.1 Role of the Subject Leader

- Ensure that teachers are familiar with the planning system and the National Curriculum and help them to plan lessons where appropriate
- Prepare, organise and lead INSETs, with the support of the Headteacher
- Review planning regularly and in accordance with the work scrutiny policy.
- Attend training with a view to updating staff on current and new mathematics teaching methods
- Hold parent workshops to inform parents about how we teach mathematics in school
- Liaise regularly with the governor responsible for Mathematics
- Regularly audit and order resources where needed

7.2 Role of the Headteacher

- Feedback to governors about attainment and progress
- Monitor and analyse targets, SATs and assessment results
- With the Mathematics Governor, keep the governing body informed about the progress of the New National Curriculum.

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Approved

Head Teacher

Printed Name: Suzanne Powell

Signature: *Suzanne Powell*

Date: 21.12.2021

Governing Body

Printed Name: _____

Signature: _____

Date: _____