



Signed by Chair of Governors

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Trowse Primary School Mathematics Policy

Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at Trowse Primary School. The school's policy for mathematics is based on the Primary Framework for Mathematics and the Early Years Foundation Stage Statutory Framework (EYFS). The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Aims and Objectives

Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.

We aim to:-

- extend each pupil to his or her fullest potential, build upon on previous knowledge and recognise individual capabilities
- foster a positive attitude towards mathematics and an awareness of the fascination of the subject
- develop pupils competence and confidence in mathematical knowledge, concepts and skills
- provide pupils with a broad range of mathematical skills and understanding in order that they can apply these across the curriculum and in real life
- enable pupils to solve problems, to reason, to become fluent, to think logically and to work systematically
- provide opportunities for pupils to work with initiative, both independently and in cooperation with others
- develop pupils ability to communicate their ideas clearly
- encourage a deeper understanding of mathematics through a process of enquiry and experiment

Teaching Mathematics

Teaching time

To provide adequate time for developing mathematical skills each class teacher will usually provide a daily mathematics lesson, usually in the morning. This will usually last for about 45 minutes in Reception and Key Stage 1 and 50 to 60 minutes in Key Stage 2. Crucially, links will also be made to mathematics within other subjects so pupils can use, apply and develop their mathematical skills. Within these lessons there will be a good balance between whole-class work, group teaching and individual practice. Children will be taught in line with the objectives of their year group, unless the teacher feels it appropriate to deviate.

Structure of a typical lesson

A typical 45 to 60 minute lesson will usually be structured as follows:

◆ Oral work and mental calculation (about 5 to 10 minutes)

This will involve whole-class/year group specific work to rehearse, sharpen and develop mental and oral skills.

◆ The main teaching activity (about 30 to 40 minutes)

This will include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work. Pupils will work practically first before being required to do more formal written tasks. All work will be differentiated as required by the class teacher.

◆ A plenary (about 5 to 10 minutes)

This will involve work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.

Planning

Teachers follow the guidance set out in the National Curriculum (Sept 2014). Class plans are drawn up in advance, and detail objectives, differentiated activities, and roles of the teacher and Teaching Assistant. Plans will be annotated and adapted as the week progresses, as they are considered working documents. Teachers will take account of the various learning styles of different children.

Homework

The mathematics lessons will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework. This work may take the form of written work or as memorisation e.g. times table facts (see homework policy). It may also be in the form of an online maths game such as 'Times table Rockstars'.

Cross curricular and topic work

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

Teachers may also devise an imagined scenario so that the children can use and apply their skills in context.

Assessment

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment for learning.

Short-term assessments will be an informal part of every lesson to check understanding and give the teacher information, which will help to adjust day-to-day lesson plans. They also assist in providing direct Teaching Assistant support work to help children consolidate.

Marking will be objective specific and will often include 'next steps' for the children to know and engage with. In accordance with the marking and response policy, teachers will often give a prompt in their marking: an opportunity to reinforce or extend children's learning through a supplementary question or two. Time will then need to be built in to lessons to allow children to respond to these prompts.

Long-term assessments will take place mid-year (January) and towards the end of the school year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum mathematics tests for pupils at the end of Years 2 and 6, and supplemented by optional tests for years 1, 3, 4 and 5.

Class records. 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 will then be reported to parents and the child's next teacher.

Tracking Progress & Attainment. Attainment and progress will be tracked using Pupil Asset at the end of each term, for which all teaching staff will have a log-in. In addition, termly pupil progress meetings will be held, where children who are not making the required progress are identified and an intervention plan is put in place.

Self-Assessment and peer assessment

Where possible children should be involved in assessing their own work. This might include:

- demonstrations by the children of how they found the work eg traffic light system linked to specific objectives
- commenting on what went well in others' work.
- guided marking of their own work.
- end of unit self-assessments.

School and Class Organisation

How we cater for pupils who are more able

More able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct questions towards the more able to maintain their involvement. In mixed age classes it may be possible for children to be taught with those from a higher age range, or may follow an individualised programme with more challenging problems to tackle.

How we cater for pupils with greater needs

Teachers will involve all pupils through differentiation and provide necessary support through use of resources and adult support. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. However a pupil whose difficulties are significant or complex may need to be supported with an individualised programme in the main part of the lesson. This may include use of interventions to support mathematical development.

How we work in Reception

In Reception the class will be organised to promote social skills and the development of mathematical language and understanding. Teaching will be based on the objectives in current Foundation Stage documents.

Resources, including ICT

Each class is equipped with resources specific to particular year groups, as well as items that are used frequently. These can be found in class rooms. Additional maths equipment can be found centrally in the general resources cupboard.

ICT will be used in various ways to support and enhance teaching and to motivate children's learning. ICT will involve computers, ipads, and the Interactive Whiteboard, as well as programmable equipment such as Bee Bots. They will be used when it is the most efficient and effective way of meeting the lesson objectives. The school subscribes to 'Times table Rockstars' for children from Year 2 - 6 and it is the teacher's responsibility to ensure that this resource is managed well so that best value is achieved for the annual outlay.

Role of the Mathematics Co-ordinator

To lead and manage Mathematics to secure high quality teaching, effective use of resources and the highest standards of attainment by:

- Leading by example in the way they teach in their own classroom;
- Ensuring teachers and support staff are familiar with the National Curriculum;
- Supporting planning where necessary;
- Preparing, organising and leading INSET and staff meetings, with the support of the Head teacher;
- Working co-operatively with the SENCO in providing for those on the SEND register;
- Observing colleagues from time to time with a view to monitoring implementation of the strategy and identifying the support they need;
- Attending INSET provided by LA mathematics consultants;
- Discussing regularly with the Head teacher and mathematics governor the progress of implementing the Strategy in the school;
- Managing the financial allocation to Maths effectively and purchase resources.

