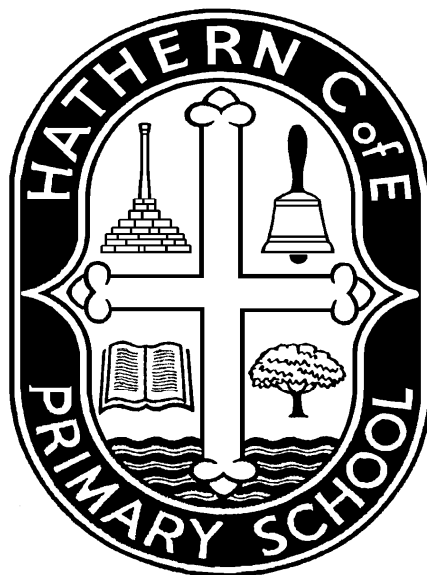


Hathern Church of England Primary School



Maths Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

Mathematics Policy

Section 1: Policy Intention

This policy is intended to ensure that there is consistency across the school in terms of learning and teaching in Mathematics. This policy is based upon the Primary Framework and 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 the teaching staff.

At Hathern CE Primary School it has been recognised that successful Maths teaching should:

- Encourage the development of confident and competent mathematicians
- Promote enjoyment and engagement of learners
- Enable use of a range of appropriate and successful strategies
- Contextualise Maths skills into everyday contexts
- Positively impact on the future economic well-being of our pupils

Section 2: Agreed Procedures

Teaching time

To provide adequate time for developing Mathematics each class teacher will provide a daily Mathematics lesson. This may vary in length but will usually last for about 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. In FS there will be discrete Maths lessons, supported by the development of mathematical language and understanding, linked to the six areas of learning. In all three Key Stages links will also be made to Mathematics within other subjects, so that pupils can develop and apply their mathematical skills.

Class Organisation

Within Maths lessons there will be a balance between whole-class work, guided group work and independent work. Generally within classes pupils are grouped according to levels of progress and attainment; these groups are not static and are reviewed by class teachers on a regular basis.

A typical lesson

A typical 45 to 60 minute lesson in Year 1 to 6 will have the following components.

- Oral and mental work across the range of mathematics.

This will involve work to rehearse, sharpen and develop mental and oral skills. Planned activities may reflect the agreed layered curricular targets, Primary Framework objectives or outcomes of AFL.

- The main teaching activity

This will include both teaching input and pupil activities and a balance between whole class, guided grouped and independent work (groups, pairs and individual work).

- A plenary

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.

At times there may be opportunities to develop skills and understanding of mathematics through additional activities, some of which may take place at home.

Section 3: Monitoring and evaluation

- Termly HT-CT Progress and Attainment meetings; tracking individuals and cohorts
- Adherence to AFL practices and protocols e.g. marking feedback, traffic light system, pupil response against agreed WALT and WILF
- Implementation of agreed Monitoring and Evaluation procedures e.g. lesson observation, subject manager interview, work scrutiny, pupil interview/questionnaire
- Review of formative and summative assessment
- Head teacher 'Learning Walks'
- Professional dialogue related to specific aspects of policy and practice e.g. review of Calculation Policy and associated Inset/CPD

x-ref Calculation Policy

Section 4: The Long-Term Plan

- Learning and teaching is based predominantly upon the New Curriculum guidance and expectations. However, planning will always respond to pupil's needs and learning outcomes.
- All class teachers have access to Hamilton Trust materials as a core support material.
- Interactive teaching programmes are fully integrated into the learning experience for all pupils.
- Intervention programmes are considered for appropriate pupil groups and implemented accordingly.

Section 5: Assessment

Assessment in Mathematics should:

- provide reliable and credible information to support progression in learning
- accurately identify and track pupil progress
- highlight strengths and difficulties together with strategies to manage them
- raise the expectations of success and celebrate a broad range of achievements
- motivate and actively involve pupils in review, target setting and self-evaluation
- allow children to demonstrate abilities through a range of assessment opportunities

Tools that we use include:

- End of unit assessment e.g. PUMA
- End of year and Key Stage assessments

- SYMPHONY grids for Mathematics
- Data analysis
- Development group moderation meetings
- Personalised targets linked to assessment objectives (guided by children)

Outcomes of all assessments are rigorously analysed by Class Teachers, Subject Manager and Senior Staff. These are used to impact on:

- CPD for staff
- Resourcing
- Intervention programmes priorities
- Whole school Development Plan Priorities
- Development Group moderation

Section 6: Cross Curricular Links

Mathematics links with many subjects across the primary curriculum and opportunities are taken 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 and is an integral part of the mathematics curriculum.

Mathematics is also promoted across the school through an annual Maths Day.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

In *Mathematics* teachers should take specific action to provide access to learning for pupils with special educational needs by:

- Consideration of teaching style acknowledging pupil's preferred learning styles
- Provision of appropriate resources
- Allocation of support staff
- Wave 2 and Wave 3 provision

x-ref. SEN Policy and SEN Code of Practice

Gifted and Talented:

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Opportunities within mathematics at Key Stage 2 include attending Maths Masterclasses, using the *Doodlemaths* app and participating in Number Partners activities.