

Meltham CE (C) School



Mathematics Policy

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1.0 Aims

The aim of this policy is to create a consistent, high quality, approach to Mathematics teaching and learning across the school.

2.0 Roles and Responsibilities

2.1 The Governing Body

Governors have overall responsibility for the quality of maths provision in the school.

Regular reports are made to the governors on the progress of maths provision by our maths governor.

2.2 Senior Leadership Team

The SLT has responsibility to ensure the maths policy is implemented throughout the school through work scrutiny, lesson observation and discussion with pupils.

The SLT also monitors and evaluates the impact of policy development on the quality of learning, reviews the teaching of maths in light of new developments and initiatives and

deploys staff to ensure that the quality of provision is secure..

2.3 Subject Manager

The Subject Manager has responsibility for improving the standards of teaching and learning in maths to impact on pupil progress by means of:-

- taking the lead in policy development.
- auditing and supporting colleagues in their CPD.
- supporting the purchase and organisation of resources.

- keeping up-to-date with recent maths developments.

2.4 The Role of the Classroom Teacher

Classroom teachers have responsibility for

- implementing the maths curriculum according to the policy document
- ensuring high standards of teaching and learning within the classroom.
- assessing pupil learning and setting appropriate targets to ensure progression in maths.
- ensuring maths is accessible to all pupils through differentiated activities and appropriate support.

3.0 Policy

3.1 Statutory Requirements

Statutory requirements for the teaching and learning of maths are laid out in the National Curriculum (2014) and in the mathematics section of the Early Years Foundation Stage Framework (2014).

3.2 Subject Organisation

The Maths curriculum is delivered using the outline plan from the Lancashire Grid for Learning. Maths is normally taught daily for 45-60 minutes.

3.3 Teaching Approaches

The school places an emphasis on rich, applied mathematics which allows the children many opportunities to persevere with problem solving. The emphasis, therefore, is on maths in a context with a real purpose for learning.

Discrete maths is also important in some areas to ensure fluency and skill; in the application of calculation strategies for example. Teachers refer to the school's calculation policy to ensure correct strategies are used in progression. Children are encouraged to set out calculations as demonstrated and present their work as in the school's presentation policy. However it should be noted that mathematics recordings are not just for providing clear evidence of their own work, but also to help clarify thinking and to act as a note for future reference. Informal Jottings, that may be symbolic or pictorial are used.

A good understanding of place value and the number system is encouraged by the use of a wide range of manipulatives including Numicon, Base Ten, counting sticks, Cuisenaire Rods, number lines etc.

Lesson plans include opportunities for:

- practical activities and mathematical games
- problem solving
- individual, small group and whole class discussion
- open and closed tasks
- working with ICT
- outdoor learning

Children take part in regular, timed mental maths tests where the emphasis is on improving their own previous score and not on competing with others. Tests are highly differentiated by difficulty, and/or time given and tailored to individual children or groups of children.

Each week, all year groups from Y1 to Y6 dedicate one lesson to teaching standard methods of addition, subtraction, multiplication and division.

In Foundation Stage children take part in a whole class maths activity, normally on a daily basis. This could include counting, songs, estimating, calculating, sharing, doubling etc. Every child takes part in a focused, small group guided activity often resulting in a recorded piece of work. Continuous curriculum activities are available to all children every day which are planned to promote achievement of the maths Early Learning Goals.

3.4 Assessment

3.4.1 Feedback and Marking

Teacher feedback may be verbal or written. Where verbal feedback is given, the initials V.F. will be written next to the work. . Written feedback is given in accordance with the school's Marking policy.

Children have regular opportunities to appraise their own work either before or following the teacher's marking. This ranges from verbal assessment in FS and Year 1 through to the mimicking of the schools marking policy in upper Key Stage 2.

Children also have regular opportunities to appraise and also – in appropriate year groups – to mark the work of their peers.

3.4.2 Assessment and Target Setting

- At the end of each term, teachers make a judgement against the year group expectations from the National Curriculum 2014, which is informed by a variety of information, including general observation, guided group sessions and published assessment materials including Focus and Headstart. This judgement is recorded as a score on G2.
- Children in years 1,3,4 and 5 take a PIMs standardised assessment during the month of May. Results are used to inform final teacher assessments which are reported to parents.
- Children in years 2 and 6 take compulsory SATs in mathematics.

3.5 The Maths Environment

- From year 1 upwards, all classrooms display posters depicting correct methods from the calculation policy. All classrooms have useful maths displays, including key vocabulary and facts linked to general areas of maths

(eg 100 square) and maths topics.

- Physical equipment and manipulatives are visible (or labelled) and available for children to use independently.
- Interactive maths displays are encouraged and children's maths work on display includes questions where possible.