

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 maths 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.

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 set out in the National Curriculum (2014) and in the maths section of the Early Years Foundation Stage Framework (2014).

3.2 Subject Organisation

The maths curriculum is delivered using the outline plan from the White Rose Maths hub. Maths is normally taught daily for 45-60 minutes. Cross-curricular links are made where relevant.

3.3 Teaching Approaches

Years 1-6 use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving for key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart. They ensure teachers stay in the required key stage and support the ideal of depth before breadth. They support pupils working together as a whole group and provide plenty of time to build reasoning and problem solving elements into the curriculum. The use of maths discussion is encouraged, through further questioning and asking children to explain their methods.

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. Evidence of work may be photographs, writing, pictures, symbols, diagrams, informal jottings. However, mathematical recordings are not just to provide evidence of pupils' work, but also to help clarify thinking and to act as a note for future reference.

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, number squares, rulers, outdoor markings etc.

Lesson plans include opportunities for:

- practical activities and maths games
- fluency practice
- problem solving
- individual, small group and whole class discussion

- open and closed tasks
- working with ICT
- outdoor learning

In Foundation Stage children take part in a whole class maths activity, normally on a daily basis following the suggested progression of the White Rose. This could include counting, songs, estimating, calculating, sharing, doubling etc. Every child takes part in a focused, small group guided maths-based 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 application 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. We actively encourage peer and self-marking as a valuable learning activity in maths.

Parents are kept up to date on their child's maths learning through parents evening and reports.

3.4.2 Assessment and Target Setting

- At the end of each term children in Years One, Three, Four and Five take a PUMA standardised assessment. Results are recorded on integris.
- At the end of each year teachers make a judgement against the year group expectations from the National Curriculum 2014. The judgement is informed by a range of evidence, including general observation, guided group sessions and published assessment materials such as PUMA.
- National Curriculum (SATs) tests are used at the end of KS1 and 2; teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments.
- Informal assessments may be made by teachers through questioning, work and self-assessment to establish gaps and inform future teaching.
- Children in year 4 will take part in the statutory multiplication tables check (MTC).

3.5 The Maths Environment

- All classrooms have 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.