

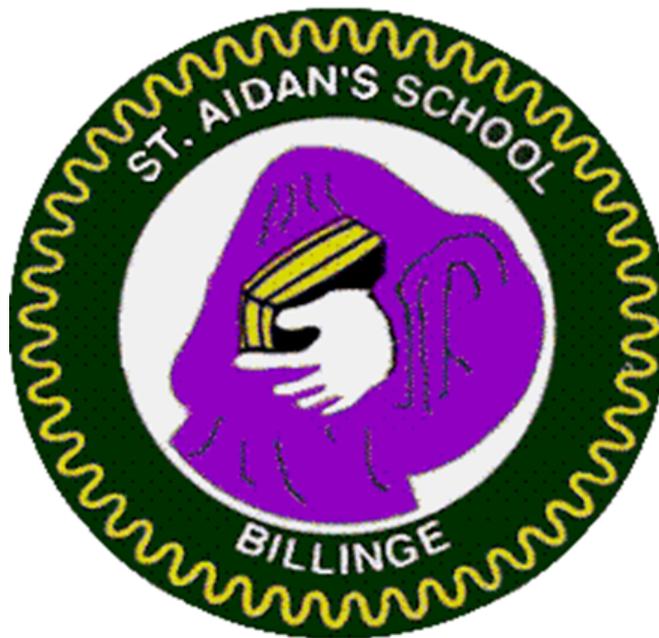
A School of Hope †

...small enough to care; big enough to inspire.

Let your light shine (Matthew 5 v16)

Mathematics Policy

St Aidan's CE Primary School



Approved by:

Date:

Last reviewed on: December 1 2019

Next review due by:

Billinge St. Aidan's CE Primary

Mathematics Policy

Draft December 1st 2019

INTRODUCTION

This policy outlines the purpose, nature and management of the mathematics taught at Billinge St Aidan's CE Primary School. The implementation of this policy is the responsibility of all teaching staff.

AIMS

Our aims in mathematics teaching are:

- To enable pupils to be proficient, competent and confident with numbers, shapes and measures, and to have the ability to solve routine and non-routine mathematical problems.
- To foster positive attitudes towards mathematics by developing pupils confidence in using mathematical equipment and vocabulary, and through developing their mental strategies.
- To develop the ability to communicate mathematics
- To develop an understanding of mathematics through a process of enquiry and experiment

These will, in turn, work towards the aims of the National Curriculum (2014) for all pupils to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

TEACHING AND LEARNING

The teaching of mathematics will be in line with the whole school teaching and learning policy. It will also be wholly compatible with the school aims and mission. Depth of knowledge is the basis of our teaching and challenges/activities are encouraged to follow in these four progressive steps:

1. **FLUENCY** - Recall of facts and application of procedures
2. **PROBLEM SOLVING** - Use facts to solve simple problems
3. **PROBLEM SOLVING** - Use facts and procedures to solve more complex problems
4. **REASONING** - Understand and use facts and procedures creatively to solve complex or unfamiliar problems.

Progression across year groups is ensured by using the White Rose Maths Scheme and a progression document is Appendix 4 to this policy.

DELIVERY

Mathematics teaching will be in line with the new national curriculum in Years 1 to 6 and the Revised Early Years curriculum in the EYFS.

- Teachers will take every opportunity to ask open questions.
- They will probe and challenge answers and where appropriate ask for alternative strategies or explanations.
- They will seek to ensure that every child has the opportunity to use and apply their mathematical knowledge and a regular basis.
- Teachers will respond to individual needs by carefully targeted questioning.
- Teachers will devise work, which will seek to include every child in the class.
- Whole class feedback (in line with the school's Feedback Policy) will be covered at the beginning of the next lesson on most occasions, giving children the opportunity to answer any corrections or other relevant questions set.
- Written methods of calculation will be taught in accordance with the new 'Billinge St Aidan's CE Primary School Calculations Policy' for the new national curriculum - this is in line with the White Rose Hub Scheme that we have adopted. (see appendix 1)

TIME ALLOCATION

Mathematics will be taught for approximately one hour each day in both key stages and opportunities to link mathematics with other areas of the curriculum are also used.

ASSESSMENT, RECORDING AND REPORTING

Children's knowledge and understanding is informally assessed in class and group question and answer sessions and through observation during lessons as well as in marking written work.

Marking should be in line with the school's FeedbackSept 2019 policy (see appendix 2)

The KPI documents will be used to assess the children's progress and set targets in Years 1-6. These will be backed up by use of the Rising Stars Progress In Mathematics Assessment Book.

In the EYFS the children work towards the Early Learning Goals in Number and Shape, Space and Measures . Their progress is recorded on individual profiles.

In Years 1-6 children are awarded a score:

1-2 Working Towards Expectation

3-4 Meeting Expectation

5-6 Exceeding Expectation

These are updated as necessary on each teachers assessment spreadsheet. These are then reported and recoded termly in Pupil Progress Meetings, which are then analysed by the SLT.

INTERVENTION

Children will be identified every term for intervention. In addition to support in every day mathematics lessons, children may also receive a programme of support from a trained TA, using the Rising Stars SHINE scheme of work.

SPECIAL NEEDS

IEPs will be drawn up on a termly basis for each child in collaboration with the SENCO.

Work will be differentiated accordingly.

HOMEWORK

In Key Stage 1 and Years 3-5 Maths homework is set once a fortnight.

In Year 6 Maths homework is set once a week.

A model example on how to solve is encouraged to help parents.

RESOURCES

We use the White Rose Maths Hub long-term (available for parents on the schools website), medium-term and small steps planning and the associated resources. Teachers also have access to the Twinkl White Rose Maths resources that re designed to run alongside the scheme. Teachers are also encouraged to use NRich, NCETM and Rising Stars resources and publications to assist in planning for fluency, problem solving and reasoning.

Teachers are responsible for their own resources although central stock is available for the whole school.

Teachers have the opportunity to request stock at any time from the mathematics co-ordinator who is responsible for submitting the appropriate bid to the Headteacher.