Barlby Bridge Community Primary School

We Care

Mathematics Policy (October 2018)

C Chappell: October 2018

RATIONALE

Our mathematics policy reflects the principles identified in our whole school aims and the essential part that mathematics plays in the education of our pupils.

All children are encouraged to enjoy mathematics and become enthusiastic mathematicians by developing their skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations. It is important that children develop the skills of numeracy to become lifelong learners. They should be able to apply these skills in different situations across the curriculum and in daily living outside school.

AIMS

The aims of teaching mathematics at Barlby Bridge CP School are:

* to develop a numerate environment where mathematical risk-taking, creativity and logical thought are encouraged in order to develop independent learners;

* to develop and consolidate basic mathematical skills and become numerically fluent;

* to promote confidence and competence with numbers and the number system;

* To allow as many children as possible to access their age specific curriculum

*to develop the ability to solve problems through decision making and reasoning in a range of contexts;

* to develop a practical understanding of the ways in which information is gathered, presented and interpreted;

* to explore features of shape and space and develop measuring skills in a range of contexts;

* to develop mathematical communication through speaking and listening, practical activities and recording work.

ORGANISATION

Teaching and Learning Styles

The school uses a variety of learning and teaching styles in mathematics and employs strategies that cater for different types of learners: teacher exposition, use of models and images, use of computer software, use of the outdoor environment, effective questioning, whole class interaction, children asking and answering questions, explaining their thinking, through pupil demonstration and a 'Deep Learning' approach.

The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics

A range of suitable learning opportunities are planned and used to cater for different abilities – differentiated group work, children working independently, in pairs, groups and as a whole class. The use of open-ended investigations provides excellent opportunities for differentiated outcomes. Classroom assistants are sometimes used to support identified children.

CURRICULUM TIME

A daily maths lesson is taught in KS1 and 2. In the Foundation Stage children are introduced to short daily whole class teaching sessions. Key maths skills are then extended through child initiated activities and further small group sessions which are adult led. Oral and mental starters are taught regularly at the teachers' discretion. There is also an aim that one session that takes place out of the maths lesson for a weekly 'Tagtiv8' session if at all possible. There are also opportunities for cross-curricular links which will provide work in other areas of the curriculum to support and reinforce children's mathematical learning.

The staff follow the agreed 2017 School Calculation policy (See updated calculation policy for 2018)

PLANNING

The White Rose Mastery Overview is the basis for implementing the statutory requirements for Maths. The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently confident with earlier material will consolidate their understanding, including through additional practice, before moving on.

Short term planning is completed weekly by staff.

FOUNDATION STAGE

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces and measures.

CROSS-CURRICULAR LINKS

The teaching of mathematics contributes significantly to children's understanding of other curriculum areas. Links are planned and taught appropriately.

THE MARKING OF MATHEMATICS WORK

Children's work is marked according to the school's agreed marking policy

PRESENTATION OF WORK

Children's work is presented according to the school's agreed presentation policy.

RESOURCES

Mathematical materials, equipment and basic resources are stored in each classroom and a central store. The mathematics Leader should be informed when equipment needs replacing or supplementing. The children are shown how to take care of equipment and resources and progressively encouraged to select materials suitable for the task in which they are engaged.

CALCULATORS

Calculators will not be used as a substitute for good written and mental arithmetic. They will therefore only be introduced near the end of KS2 to support pupils' conceptual understanding and exploration of more complex number problems if written and mental arithmetic are secure.

HOMEWORK

Children from years 1 to 6 have access at home to the Number Gym and Sumdog websites where they can practice and consolidate mathematical skills already taught in school. In addition to this, teachers set homework task as appropriate and use My Maths website as a teaching tool and to set homework.

ASSESSMENT, RECORDING AND REPORTING

Assessment takes place in line with the school's agreed assessment policy.

Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers assess children's work continuously using either age or ability appropriate grids. Attainment for each child is recorded termly onto Inform Tracker. Each term pupil progress is reviewed where attainment and progress across the year groups and vulnerable groups are discussed and identified. Assessments are used to assess progress against school and national targets. National tests are used for Y2 and Y6 annually. A summary of each child's attainment and progress is reported to parents following statutory guidance either through parental discussion or end of year reports. Information is also passed onto the next teacher. Teachers will set class targets based on each year groups' non-negotiables. These will be tested regularly and new targets will then be set.

MONITORING AND EVALUATION

Teaching staff monitor their pupils through observation, discussion, teacher assessment, marking work and testing.

The teaching of mathematics is monitored through:

*scrutiny of work

*lesson observations

* scrutiny of planning

* discussion during staff meetings and INSET

* tracking children's progress on the Inform Tracker.

The Headteacher, Deputy Head and Mathematics Leader are responsible for monitoring progress in mathematics.

INCLUSION

All children have equal access to the mathematics curriculum. Our school strives to meet the needs of pupils with special educational needs, with disabilities, those who are gifted and talented and those learning English as an additional language.

Further guidance can be found in the school's Inclusion Policy.

GOVERNING BODY

The mathematics curriculum leader will encourage positive links with the Maths governor to keep the governing body informed of all major issues related to mathematics in the school and will deliver a presentation to governors when necessary to inform them of developments and progress within mathematics at Barlby Bridge.

INFORMING PARENTS

At termly parents evenings the parents are given a copy of the Maths learning expectations and informed where in comparison to those expectations their child is working. The final end of year reports also further inform the parents whether their child is working at, above or below Year group expectations in Maths