St John's CE VA Primary School

Mathematics Policy

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

1. Introduction:

Mathematics equips pupils with tools to understand the world: these tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is integral to all aspects of life and we aim for all pupils to develop a healthy and enthusiastic attitude towards mathematics, which will stay with them throughout their life.

This policy reflects the essential part that mathematics plays in the education of our pupils. It is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of the Education Acts and National Curriculum 2014.

2. Aims:

We aim to provide the pupils with a mathematics curriculum, which will produce individuals, who are mathematically literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and resources so that pupils can develop their mathematical skills to their full potential.

3. Responsibilities:

The Mathematics Subject Lead will:

- ensure teachers are familiar with the National Curriculum 2014 and help them to plan lessons
- lead by example in the way they teach in their own classrooms
- prepare, organise and lead staff INSET sessions, with the support of the Headteacher
- carry out Action plans with staff and Governors
- work co-operatively with the SENCo in providing advice and support for staff
- observe colleagues teaching with a view to identifying if support is required
- deliver INSET days
- be able to articulate a whole school overview of the teaching and learning of mathematics
- regularly inform the Headteacher of progress of mathematics within the school

3.1 Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

4. Teaching and Learning

It is expected that teachers will use their professional judgement as to when consolidation of existing skills is required or if to move onto the next concept. However, it is our belief that the focus must always remain on breadth and depth rather than accelerating through concepts. Children will not be extended using curriculum materials from the year above. Instead, they should deepen their conceptual understanding by tackling challenging and varied problems that sure up their foundations and increase flexibility.

Teachers test children diagnostically to see where the gaps in knowledge are identified. Teachers then teach to gaps to enable progress.

At St. John's, White Rose Maths is used for planning and progression. This research based scheme, with its focus on the Asian-style maths mastery approach provides all children with the opportunity to work at greater depth.

Children use the concrete-pictorial-abstract approach and develop an understanding of a mathematical concept through the three steps (or representation) of the concrete-pictorial-abstract approach (see Calculation Policy).

Children are given opportunities to independently practice mathematical skills and revisit previous learning to consolidate their understanding.

Mathematics is used in other curriculum areas wherever possible or appropriate. This helps to deepen the understanding of mathematical concepts. In addition, using mathematics in a purposeful way, in real contexts, helps the children to realise that mathematics is important in the real world. We endeavour to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

5. Equal Opportunities

All children have equal access to the mathematics curriculum. This is monitored by analysing pupil performance throughout the school to ensure that any disparity between the groups is minimised and a plan of action devised to improve this. We incorporate mathematics into a wide range of cross-curricular subjects.

6. Homework

Homework is set in accordance with our Homework Policy.

7. Special Educational Needs

All children at St. John's access the curriculum. Children are always supported according to need and when required, with an ultimate aim of independence. Teachers assess diagnostically, to see where the gaps in knowledge are. These gaps are given focus to enable progress. The school also uses a wide range of visual and kinaesthetic resources to support and facilitate whole class teaching and learning.

8. Use of Technology

Computing is used in various ways to support teaching and learning. Computing includes the use of laptops and PCs as well as other technologies. Teachers use web-based software as learning tools and children are encouraged to use this software at home to reinforce and consolidate learning.

9. Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Assessment happens continually through Assessment for Learning (AfL) and is key tool allowing teachers to understand where children are with their learning.

Assessment at St John's is both formative and summative. Assessment data is collected three times a year using Insight Tracking. Teachers assess children against the objectives of The National Curriculum and state whether each child is Approaching, Meeting or Exceeding the expected standard of their relative Milestone. This formative assessment is supported by summative data, which is collected diagnostically so that teachers can teach to gaps.

Standard Attainment Tests (SATs) are statutory tests for Year 6 and optional for Year 2 (the decision lies with the school and not the parents). Tests are also done at the end of focussed units to measure progress.

Years 3, 4 and 5 have Optional tests at the end of the each term, which provide a progress marker as they move up a year group. From the 2020/21 Academic Year, all children in Year 4 will be assessed using the Year 4 Multiplication Tables Check. There will be particular focus on the six, seven, eight, nine and twelve times-tables – though all times-tables will be expected to be known.

Children in Year R complete a Baseline Assessment, which provides a picture of what a child knows or can do upon entry to Reception.

10. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in mathematics is the responsibility of the mathematics subject leader, alongside members of the senior leadership team. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current

developments in the subject, and providing a strategic lead and direction for the subject in the school.

Pentagulation is a key aspect of monitoring at St. John's. Learning talks, learning walks, learning observations, assessment activities and work sampling is used to evaluate depth of learning and improve progress. The subject leader highlights an area for monitoring; this may link to the School Development Plan. Staff are given feedback with points for consideration.

The Curriculum Committee meets regularly to monitor progress, discuss and review progress. The Subject Lead is responsible for providing a report to facilitate this discussion.

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12. Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Curriculum Policy
- SMSC Policy
- SRE Policy
- Equalities Policy
- SEN Policy
- Remote Learning Policy

Please also refer to those named policies for more comprehensive information.

Signed: Mrs H Sheehan

		Date
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