



## St John's Stonefold CE Primary School, Rising Bridge

<b>Whole School Policy for Mathematics</b>	
Written By	Miss HJ Whiteford
Date	September 2021
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Values:

*Empathy Aspiration Generosity Love Endurance*

Mission:

*Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)*

Vision:

*Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.*

*From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.*

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems.

By using 'The National Curriculum in England' it is our aim to develop:

- as positive attitude towards mathematics.
- competence and confidence in mathematical knowledge, concepts and skills.
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- an ability to work both independently and in co-operation with others.
- an ability to use and apply mathematics across the curriculum and in real life an understanding of mathematics through a process of enquiry and experiment.

### Breadth of Study

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- ✓ practical activities and mathematical games.
- ✓ problem solving.
- ✓ individual, group and whole class discussions and activities
- ✓ open and closed tasks and investigations.
- ✓ a range of methods of calculating e.g. mental, using jottings, efficient written methods.
- ✓ working with computers as a mathematical tool.

### The Role of the Subject Leader

The subject leader is responsible for the monitoring and evaluation of the quality and standards in the curriculum as well as promoting the subject throughout school. Time is given each term to monitor the subject through lesson observations, planning and work scrutiny and analysing assessment data. Feedback is given to staff on areas that show good

practice and on areas for development. KS1 and KS2 results are analysed to provide strands for the School Improvement Plan. The subject leader provides updates for school governors and works with the named governor to monitor the subject.

The subject leader also supports staff in their day to day planning and delivery and responds to requests for resources needed to deliver the curriculum.

### Scheme of Work

Our school follows the White Rose Maths scheme of work to cover the requirements of 'The National Curriculum in England'. Each teacher carefully plans on a daily/weekly basis responding to the learning needs of the pupils in each class.

### Teacher's Planning and Organisation

Each class teacher is responsible for the mathematics in their class with guidance from the mathematics subject leader. Teacher's plans are monitored once a term by the subject leader to check for age appropriate subject content, differentiation, challenge for more able, assessment opportunities, SEN and varied use of resources including TAs.

### The teaching of mathematics in the school in KS1 and KS2 follows five key principles:

1. A daily mathematics lesson of between 45 to 60 minutes.
2. A clear focus on direct, instructional teaching and interactive oral work with the whole class and groups using challenging questioning skills.
3. The opportunity to apply their learning to different situations, such as solving word problems using a skill taught earlier in the lesson.
4. An emphasis on learning number bonds and times tables for immediate recall.
5. An emphasis on choosing and using an appropriate method to solve problems, such as mentally or using jottings but particularly developing efficient written methods.

In Early Years teaching is based on 'Development Matters', leading to judgements about attainment of the Early Learning Goals. Skills are taught every day and continuous provision provides opportunities to reinforce and extend learning.

### Differentiation, SEND provision and Equal Opportunities

All children at St John's Stonefold are given equal access to mathematics in school and provision is checked by the subject leader through monitoring achievement, teacher's planning, work scrutiny and lesson observations. Teachers plan for differentiation during their lessons, providing work appropriate for all children in the class.

Higher ability children are challenged by providing breadth and depth activities based on age appropriate learning.

Lower ability children will be differentiated for in the teacher's planning and given activities to reinforce and consolidate key skills. Support for different ability groups will also be provided by the use of the TA within the classroom. All children are encouraged to become independent learners, making decisions based on their learning and applying their learning to different situations.

Children who have SEND in mathematics will require an individual programme based on their learning needs, which may require teachers to plan using objectives from previous year groups. Their progress will be checked termly against their personal learning targets.

Groups of children who are consistently working below age-related expectations will be targeted by intervention groups led by either the class teacher or a teaching assistant.

### Recording of Pupils' Work

Children are taught a variety of methods for recording their work and are encouraged to use recording to show their methods of calculation. It is also important to record aspects of mathematical investigations.

Children are expected to write the date and what they are learning at the start of each piece of work and to underline this. They are expected to present their work neatly, using the squares and lines to keep numbers clear and to follow the rule of one digit in each square.

It is school policy that the following exercise books are used:

KS1: 1cm squared books

KS2: 7mm squared books

Mathematics in EYFS and KS1 lends its self well to practical opportunities. This is often recorded by photographs which hare then stuck in the children's books.

### Marking and Assessment

The quality of marking is crucial to children's progress. In next steps marking teachers are expected to make a positive comment where necessary and indicate errors of computation or understanding and point out areas for further progress. As mathematics can generate a great deal of marking it is recognized that in depth marking cannot by undertaken with every piece of work but it should be carried out on a regular basis to inform planning (see Marking Policy). For younger children in particular it is good practice to use conversations with the child to gather information about whether they understand the learning objective and to correct errors or misconceptions. For older children it is sometimes appropriate for children to mark their own work with support and guidance from the teacher or teaching assistant as this leads to opportunities for assessment for learning. Assessment for learning is crucial in the drive to improve standards. Children have to have a clear understanding of the success criteria to assess their own work and can use their marking to find out what they need to do to improve. Assessment for learning also lends to conversations with the children about their learning and can be used to inform planning and delivery of concepts.

Teaching assistants gather evidence in different parts of the lessons, such as during questioning by the teacher, to record pupil's responses and this evidence is used by the teacher to inform assessment.

In our school children are assessed against the age-related expectations for their year group and are given:

e.g.

Yr 2 (e) Emerging

Yr 2 (d) Developing

## Yr 2 (s) Secure

The judgement is made half-termly by looking at both summative and formative assessment, in the form of marking in books, test answers, AfL evidence, discussions with children, questioning, notes from the teaching assistant. These are then matched against the key learning statements in 'The National Curriculum in England' and children are given a best fit judgement overall.

### Homework

Consistent with our key principle of learning number bonds and times tables for immediate recall, homework is given to all KS1 and KS2 children once a week which promotes these important skills. Children are expected to learn numbers facts of practice skills needed to work out number facts and are tested regularly in school.

Additional homework sheets may be provided by the teacher based on areas being taught in a particular week.

These activities give parents and carers the opportunity to work with their children at home and to support their child's learning. Please see the school homework policy for further guidance.

### Reporting to Parents

Written reports for parents are completed before the end of the summer term and parents are given the opportunity to discuss their child's progress and attainment on two separate occasions during the year. Parents will also be notified if their child needs to take part in an intervention programme during the year. Dialogue with parents about any mathematics issues is possible through the homework diary.

Signed

HJ Whiteford

PE Co-ordinator

Headteacher

Chair of Governors

Reviewed: September 2021