

‘The JOY of the Lord is Your Strength’ *(Nehemiah 8:10)*

**ST JOHN’S CHURCH OF ENGLAND PRIMARY SCHOOL**

**MATHEMATICS POLICY**

**Aims**

At St John’s CE Primary School, we want to ensure teaching is consistent and lessons are good so that every pupil receives a sound mathematics education.

We aim for all of our children to foster a love of mathematics and be ‘able mathematicians’ because they:

* Have a strong conceptual understanding of maths; its structures and its relationships
* Can recall and apply their knowledge confidently and efficiently
* Are secure in using written methods for which they have a clear understanding

We aim to weave challenge tasks and investigative skills throughout our mathematics teaching as well as skills in communication and collaboration.

Through careful assessment, planning and preparation we aim to ensure that all children progress when they are ready. It is crucial that knowledge and skills are secure before new material is taught to the children. For those who grasp new material quickly, they should apply this to challenge tasks.

**Teaching and Learning**

All teaching must be at least good. This will be achieved through, clear policies and regular professional development from a range of sources to develop:

* The expertise and subject knowledge of staff to help deliver the school’s curriculum thoroughly and consistently.
* Choosing practical resources, visual images and information and communication technology that promote inclusive teaching and a deeper understanding for all.
* Using good assessment techniques to listen flexibly to children and to check and probe their understanding throughout.

**Inclusion**

The following principles inform and guide our policy and practise:

1. Meeting the diverse and complex needs of ‘each and every individual’ is embedded in everything that we do as a whole staff.

2. It is the responsibility of the school to enable the child to access and make progress through the curriculum.

3. For every child to be able to participate we must know each of them as individuals. For children with SEND, teaching must be closely linked to the learning outcomes on their support plans. We respond to children’s diverse learning needs by:

* Creating effective learning environments
* Securing their motivation and concentration
* Providing equality of opportunity through a range of teaching approaches and modifying these for individual needs
* Using appropriate assessments (such as B- Squared Small Steps)
* Setting targets for learning
* Teaching our ‘more able’ children within their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

**Curriculum**

The school works to the expectations set out in the framework document for the National Curriculum 2014.

Teachers use the ‘White Rose Maths Hub’ materials as a tool for both medium term and weekly planning. Wherever possible, they try to give maths a context so there is purpose for learning. In addition, they place an emphasis on rich, applied mathematical tasks, which allow the children many opportunities to persevere with challenges. Using the school environment and the wider world, the curriculum ensures children explore, make connections, seek patterns, recognise relationships and are creative with mathematics.

At St. John’s, we encourage the use of a wide range of practical equipment to support this conceptual development including Numicon, Base-ten, Cuisenaire Rods, number lines, one hundred squares and many more.

We follow the St John’s C.E. Primary School Calculation Policy, which gives an overview of the development of addition, subtraction, multiplication and division from Reception to Year 6. This guides us through each strand and provides progression of how to use practical resources and models in order to develop understanding at each stage.

**Planning**

Teachers plan for deep coverage and mastery of the school’s curriculum through both daily maths lessons and additional opportunities to develop mental maths skills such as ‘morning maths’ activities and basic skills.

Plans for weekly maths lesson aim to cater for all learning styles (Visual, Aural and Kinaesthetic).

Lessons include opportunities for:

* practical activities and mathematical games
* challenge tasks
* individual, small group and whole class discussions
* open and closed tasks
* a range of methods of calculating e.g. mental, paper and pencil and calculator
* working with ICT
* outdoor learning

Grouping of children is fluid within our mixed ability classes. Teachers will use a range of grouping methods when planning, which is flexible in order to meet the needs of all children.

**Assessment**

Our continuous assessment informs teaching and learning. We identify children’s levels of understanding and then swiftly act to address any misconceptions.

At St John’s, we assess children in the following ways:

* Continuously through verbal feedback in lessons.
* Marking and next steps in books, where appropriate.
* Intervention activities
* Use of NFER Autumn and Summer Tests.
* Other short tests on topics, where appropriate.

Towards the end of the academic year, we assess and review pupils’ overall progress and attainment; accurate information is then reported to parents and the child’s next teacher. During the year staff from different year groups have the opportunity to moderate books with other schools. End of Key Stage assessments are moderated either, with other schools or by the Local Authority.

**The role of teaching assistants**

Teaching Assistants are actively involved in teaching small groups within lessons and in providing some intervention sessions. They also support groups during daily maths lessons. They offer sensitive support and are they can modify tasks, materials and teaching resources as required. They demonstrate initiative in using practical resources to support learning and help pupils overcome difficulties, for example by using strings of counting beads to aid early multiplication. They are careful not to over-direct pupils’ learning. They spot misconceptions and gaps in learning, and take responsibility for assessing pupils in their groups and provide feedback to class teachers.

**Use of ICT**

Technology has a vital role to play in motivating and engaging children in our mathematics curriculum. This can be in our ICT suite or via the use of ipads.

We use it as a teaching tool to demonstrate visual images and presentations to children and to allow them to practise their fluency skills independently. All children in our school from Year 2 to Year 6 have access to ‘Times Tables Rockstars’ and are encouraged to use this at home as well as in school. Children in Year 1 and 2 also have access to Numbots. All children have time allocated to access these resources in school and we aim to allow extra time for those with limited ICT access at home.

**Children who find mathematics difficult**

At St John’s Primary, we have the highest expectations for all children. We believe that all children ‘can do it’, through careful teaching via small steps. We act early to secure the essential knowledge and skills of the least able. Within class, common misconceptions are actioned as soon as possible, via individual, group or additional whole class sessions.

**Leadership**

At St. John’s C.E Primary, our maths subject leader leads by example. To tackle barriers and ensure consistency, they are responsible for:

* Monitoring teaching and learning through lesson observations, work scrutiny and pupil interviews.
* Using the information gathered from data analysis to improve teaching and the curriculum.
* Assisting with individual and group target setting (if needed) and sharing with parents.
* Preparing and organising INSET as necessary.
* The Maths Subject Leader must also work in partnership with other members of the leadership team and the Maths Governor in raising standards in Mathematics across our school and maintaining the high profile of mathematics in the School Improvement Plan.

Date Policy Written: September 2016

Member of staff Responsible: Sally Griffiths

Date Approved by the Governing Body: October 2016

Date of Most Recent Review: February 2019

Date of last Governor Review: February 2019

Date for Review: February 2022