Kirkstall St Stephen's C of E (VA) Primary School

Mathematics Policy

May 2017

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

Mathematics Policy

CONTENTS

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

3

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.
They succeed in everything they do

Rationale

Mathematics is an integral part of everyday life. It helps us to make sense of our world.

Mathematics provides us with tools to;

- Tackle real life problems
- Communicate information
- Develop skills which are essential in most other areas of the curriculum
- Appreciate the power of mathematics.

Objectives

- To ensure delivery of the National Curriculum ensuring children develop their mathematical frequency, reasoning and problem solving skills.
- Promote enjoyment and enthusiasm for Mathematics through practical activity, exploration and discussion.
- Promote confidence and competence with numbers and the number system.
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- Develop a practical understanding of the ways in which information is gathered and presented.
- Explore features of shape and space, and develop measuring skills in a range of contexts.
- Understand the importance of mathematics in everyday life.
- Develop use and understand the language of mathematics.

Equal Opportunities

All pupils receive a high quality Mathematics education regardless of background, culture or ability. To achieve this we use our knowledge of the children's level of attainment in Mathematics to enhance our teaching.

Our knowledge of learners is gained by:

- Continually monitoring and assessing pupil progress to ensure that all tasks set are appropriate to each child's level of ability; offering challenge to extend and develop their abilities;
- Planning work for all children including those with special educational needs and disabilities, giving due regard to information and targets contained in the children's Individual Education Plans (IEPs).
- Close liaison with parents and all members of staff who are partners in the learning process.
- Feedback from pupil intervention.

Special Educational Needs

Children with special education needs will be carefully monitored by the school's SEND Co-ordinator who will regularly meet with teaching staff and support in assessing pupils and creating individual education plans (IEPs).

Provision

Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through timetabled lessons based upon carefully planned activities informed by teachers' prior assessments. Lessons include a wide range of apparatus and strategies such as number lines, number squares, digit cards and small apparatus to support their work. Wherever possible, we encourage the children to use and apply their learning in everyday situations. Our calculation policy clearly outlines the methods to be taught at different stages. The long term plan details when specific concepts will be taught. Both of these documents are available on our website.

The children's progress will be monitored throughout the year. Any children who are not making expected progress will be highlighted for intervention. An intervention overview will be completed by the Class Teacher and discussed in pupil progress meetings. Interventions programs may include: grouping children for teaching purposes, additional human resources, different curriculum and teaching methods, additional Mathematics sessions, different use of resources. The impact of the intervention program will be monitored closely by the Class Teacher and evaluated.

We recognise the importance of a stimulating learning environment. Each classroom has a mathematical working wall, which includes mathematical vocabulary, visual aids and interactive activities where appropriate.

The aims of the National Curriculum are for children to be fluent, reason about numbers and solve problems. We use a range of resources to support the children in achieving mastery of

the subject this includes the White Rose Hub resources, Rising Stars maths scheme and the NCETM teaching for mastery publications.

Each class (Year one to Year 6) has a long term overview which details which areas of maths are to be taught each term. This is saved on staff share. Medium term planning can be taken from the White Rose Hub (resources are on staff share), the Rising Stars Maths scheme of work purchased by school or resources such as Twinkl, staff can use a combination of these resources if they wish. At the beginning of each session the class teacher should tell the children what their Maths target is.

Each class carries out a mental arithmetic test and a mental maths test once a fortnight (alternate weeks, one week is mental match, one week is arithmetic). In addition to this each class undertakes a beat the clock activity once per week. In Key Stage One this should relate to the mental maths objectives for each year group which is taken from the National Curriculum. In Key Stage Two the beat the clock should be multiplication and division facts. Basic Maths skills are also taught throughout the curriculum and are recorded on the Maths Skills Passport.

Maths homework will set on a weekly basis from Year 1 to Year 6.

Assessment and Reporting Arrangements

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

We assess children's work in mathematics from three aspects (long-term, short-term and medium-term). Short-term assessments are used to help Class Teachers adjust their daily plans. These short-term assessments are closely matched to the lesson targets.

Each half term the information gathered from teacher assessments, along with a test, is submitted on a class tracker to the Senior Leadership Team. Pupil Progress meetings will be

held between the Class Teacher and SLT to monitor progress and implement any necessary interventions.

Long term assessments are made towards the end of the school year. These assessments are used to measure progress against local and national targets. Targets are then set for the next school year and the information is passed on to both parents and the next class teacher. Children in Year 2 and 6 are assessed using the national tests.

Role of Governors

The Governors on the Curriculum Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.