

Believe and Achieve Together



St Mary's CE Primary School

Maths Policy

Adopted:	December 2019
Reviewed:	January 2023
Next Review:	January 2026

*"So to teach us to number our days
that we may get a heart of wisdom"*
Psalm 90:12

Aims

Numeracy is not a subject in its own right. It is a skill which is acquired through being taught mathematics effectively. Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

At St Mary's Primary School we aim to:

- develop a positive attitude to mathematics as an interesting, fun, and attractive subject in which all children gain success and pleasure;
- develop mathematical mastery and understanding through systematic direct teaching of appropriate learning objectives;
- encourage the effective use of mathematics as a tool in a wide range of activities within school and, subsequently, adult life;
- develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary;
- develop an appreciation of relationships within mathematics;
- develop the ability to think clearly and logically with independence of thought and flexibility of mind;
- develop an appreciation of creative aspects of mathematics and awareness of its aesthetic appeal;
- develop mathematical skills and knowledge and quick recall of basic facts in line with the National Curriculum 2014.

Teaching and Learning

St Mary's School uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics.

We do this through a daily lesson that has a mixture of whole-class and group direct teaching, followed up with either peer to peer and/or independent learning opportunities. During these lessons we encourage children to ask, as well as answer mathematical questions. They have the opportunity to access when needed a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work (Numicon, Multilink) in line with our Dyslexia Quality Mark (DQM). Children use ICT in mathematics lessons, where it will enhance their learning, as in modelling ideas and methods eg Maths Whizz, Sumdog, MathsRocks.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children. We achieve this through a range of strategies and through differentiated group work, as well as by organising the children to work in pairs/groups on open-ended challenges and/or games.

An ability to calculate mentally lies at the heart of numeracy; therefore, it is important to emphasise mental methods from the early years and a sound knowledge of times-tables. We would expect children to know by end of Y1 2s and 10s, by end of KS1 2s, 3s, 4s, 5s, 10s, and end of Y4 all up to 12x12. Written methods are also important at this stage; however, starting from the mental calculations will enhance imagery and the mathematical thought process. This is in preparation for the new Multiplications Table Check (MTC) commencing in 2020.

Curriculum Planning

Mathematics is a core subject in the National Curriculum 2014, and we use this as the basis for implementing the statutory requirements of the programme of study for mathematics. <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

Both, KS1 and KS2 are following the 'Teaching for Mastery' and planning is based on the 'Maths No Problem' resources. To become proficient mathematicians, all pupils are entitled to mathematical provision that matches their levels of development and personal needs. All children to be taught within their age appropriate band and supported as appropriate.

All classrooms should;

- have a dedicated mathematics lesson daily.
- have a consistent use of strategies, building from one year group to the next.
- provide a stimulating environment (visual maths, working wall).
- have an agreed layout for presentation purposes including the formal.
- written methods in calculation.
- have a variety of appropriate resources, easily accessible to all pupils at all times (DQM).

Assessment and Monitoring

Ongoing formative assessments throughout lessons will inform planning. Summative judgements will be recorded on Target Tracker at the end of each unit and reported at the end of each Term. Overall performance will be reported to parents at the end of the year as part of a formal report. As part of the end of year report, parents will receive information about whether the individual child is working in line with, above or below national expectations.

Monitoring of the standards of children's work and of quality of teaching in maths is the responsibility of the Head Teacher and the Link Governor supported by the Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of maths, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. To ensure standards in teaching and learning, the subject leader will monitor lessons through observations in class and through the Class Dojo and offer feedback accordingly.

Differentiation and Inclusion

Maths in the school will comply with the three basic principles for inclusion in that it will:

- set suitable learning challenges,
- respond to pupils' diverse learning needs,
- strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

To enable curriculum access for all, additional support will be provided as set out in the SEND Code of Practice (Inclusion Policy). Some pupils may need specialist approaches. TA's working with the children will be made aware of any pupils who have special educational needs or medical conditions. All pupils have equality of opportunity in terms of curriculum balance – see the Equality and Diversity Policy).

