

## ***Duddon Saint Peter's CE School***



### **Mathematics Policy**

#### **Aims**

Mathematics is a core subject within the National Curriculum. The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Work in Mathematics follows the structure of the National Curriculum, being based on the Programmes of Study and statutory requirements. Children in Reception work from the EYFS which then provides a bridge to the National Curriculum. Children follow the National Curriculum for Mathematics and work at levels appropriate to their abilities.

In the teaching and learning of Mathematics, we can identify a number of objectives which will enable children to apply knowledge and skills, solve problems of a practical and investigative nature, and communicate their ideas to others using appropriate mathematical language.

The children will:

- experience a balanced range of mathematical activities as an integral part of the whole school curriculum
- have opportunities to develop basic mathematical skills, concepts, attitudes and knowledge appropriate to the development of the child
- have opportunities to acquire, practise and develop mathematical skills
- have opportunities to work in a variety of ways, class, group, individually, depending on the task

- have access to practical tasks which will enable them to develop mathematical language
- be able to perform basic operations and apply them in a variety of situations

### **Curriculum and School Organisation**

- Mathematics is generally taught as a separate subject and is planned and timetabled in each year group daily. It is also used appropriately throughout topic and science work.
- Learning activities are sequenced to ensure progression by means of direct teaching to the class or small groups, or by providing direct experiences in practical tasks through using a wide range of equipment and resources. White Rose Hub materials have been provided for teachers. Teachers also use their own teacher-prepared materials and other resources as appropriate.
- Mathematics activities may be set as homework supporting activities being followed in the daily numeracy lesson. This will be in accordance with the school's Homework Policy. On-line homework may be given as an optional extra.
- Subject planning and evaluation is incorporated in class and year group planning. Planning and evaluation may also take place between members of a Key Stage. Planning at a Key Stage and whole school level ensures continuity and progression with Mathematics.
- Planning and evaluation for Mathematics also takes place on a weekly basis by the teacher.
- There is a Maths Subject leader to support the development and teaching of Maths across the school. The other members of staff play a supporting role. The leader receives any information/resources, which arrive in school, but the whole staff makes any decisions regarding Mathematics.

### **Class Organisation and Teaching Style**

- It is expected that the classroom organisation and teaching styles adopted will reflect the requirements of the National Curriculum and the needs of the pupils in effectively delivering the Mathematics curriculum.
- Lessons will start with a period of oral-mental work involving the teacher working interactively with the whole class.
- The main part of the lesson will include both whole class teaching, particularly when introducing work and modelling it, and group work when the children will work independently or in small groups while the teacher supports one or two groups each day.
- Finally the whole class will come back together to review their work, allowing the teacher to summarise the main points of the lesson, identify and work through misconceptions and look ahead to the next lesson. This time may also be used to set homework tasks.
- Throughout all aspects of class organisation and teaching style, every effort is made to differentiate work so that it is matched to the individual or group.

- Mathematics interventions are in place for children who need extra support in this area.

### **Assessment**

Mathematics can be assessed in a variety of ways:

- Observations of child or group on task
- Discussion with children about their task
- Work in books
- Children's own evaluation of their work
- Statutory National Curriculum assessments at Year 2 and tests at Year 6.
- Optional White Rose tests at Years 1,3,4 and 5.

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents
- Contribute to each child's assessment portfolio and record of achievement

These assessments are carried out throughout both Key Stages and are the responsibility of the class teacher. See Whole School Assessment Policy for further details.

### **Record Keeping**

Records are kept of each child's progress in Mathematics. Individual teachers use methods appropriate to their class to record progress made. Each teacher is required to make formal assessments termly and copies are available for the Head teacher for use in assessment and target setting. Classroom Monitor is used as a way of recording whole school assessment. Each strand of maths is assessed separately within Classroom Monitor.

### **Equal Opportunities**

- All teaching and non-teaching staff at Duddon St. Peter's are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.
- All children have equal access to the Mathematics Curriculum, its teaching and learning, throughout any one year. Day-to-day monitoring of the Mathematics policy, and the provision of equal opportunities in Mathematics is the responsibility of the teacher.
- General monitoring is the responsibility of the Head teacher and teachers.

(See Whole School Policies on Equal Opportunities.)

## **Special Educational Needs**

All children should have access to a broad, balanced curriculum, which includes Mathematics and should make the greatest progress possible. Provision for children with SEND in relation to Mathematics is the responsibility of the teacher, support staff and SENDCo as appropriate. See SEND Policy for further details, including Resources for Mathematics.

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