



CHRIST CHURCH PRIMARY SCHOOL

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Policy for Mathematics

Original Policy Date: October 2002

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AIMS

In order to provide a broad and balanced mathematics curriculum, Christ Church School aim to:

- Promote a positive attitude towards maths
- Enable pupils to see maths as a valuable, interesting and exciting experience
- Promote awareness of maths as a useful tool for everyday life and as a means of communicating within the environment
- Enable pupils to use mathematical language to communicate their ideas with fluency and confidence
- Model and promote the uses of maths in the world especially through problem solving, practical and role play activities
- Ensure that resources are available and accessible and are appropriate for the age and needs of pupils
- Offer pupils a wide range of contexts in which to embed their basic mathematical skills
- Provide opportunities for pupil's work to be valued by teachers, parents, peers and themselves

TEACHING AND LEARNING

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The 2014 National Curriculum programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

The National Curriculum for Maths and the Early Years Foundation Stage Documents are used to implement the mathematics curriculum. The Busy Ants Programme is used throughout EYFS, KS1 and KS2 as a teaching resource. In teaching Mathematics, basic number work is fully covered and attention given to each of the following areas: Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry and Statistics (KS2) using mathematical skills linked through all of these areas.

In Nursery, mathematics is taught as part of an integrated day. Mental maths is taught daily where basic skills are practised and consolidated. Most learning is carried out using practical and hands on methods and maths is taught throughout a whole morning or afternoon with opportunities for

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pupils to take part in a whole class teaching session, work on focus activities with an adult and carry out independent activities and tasks in which pupils practise or consolidate mathematical skills.

In Reception the skills are built on by adding a daily whole class maths session using Busy Ant Maths. The pupils then consolidate this learning throughout the day in other areas.

In key stage one and two, maths is taught daily as a session lasting 45 minutes to an hour. Each session includes the following parts: a mental warm up with 5-10 minutes to rehearse and practise previously learnt skills; whole class teaching sessions which allow opportunities for pupils to experience a range of teaching methods; pupils will work independently, with partners, in groups or as a member of the class as a whole; A plenary allows learning to be summarised, areas needing development to be identified and next steps to be discussed – this may take place at the end of the lesson or mini plenaries throughout the lesson may be used to refocus on the learning objective, discuss any misconceptions or share thinking .

Medium term planning is taken from the Busy Ants programme – planning will include the areas of mathematics to be covered, learning objectives, vocabulary to be used and assessment opportunities. Daily plans include an outline of the maths being covered including mental maths, learning objectives, the main teaching session with key questions, group activities with differentiation, plenary, specific resources and language to be used are also identified.

Maths Meetings

Maths Meetings occur daily for 10-15 minutes in KS1 and KS2 and are used to consolidate key areas of learning. This happens during the afternoon.

Learning Challenge Curriculum

The Learning Challenge Curriculum provides resources for the teaching of maths through a cross curricular approach. Teachers use this to ensure that mathematical learning opportunities are maximised outside of the daily maths lesson including regular outdoor learning.

THE LEARNING ENVIRONMENT

Each class has a maths area where pupils' recent work and learning is displayed. Teachers also need to make purposeful use of areas in the classroom where meaningful maths learning can take place (i.e. activities set up on work tops and interactive displays at the pupils' reach). Word banks are displayed referring to the specific vocabulary being taught. A maths working wall is also prominently displayed and updated to reflect current teaching with working examples of methods which support understanding and independence.

MONITORING, ASSESSMENT AND RECORD KEEPING

Assessment for Learning is fundamental to raising standards and enabling pupils to reach their potential. Assessment in Mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with pupils. This information informs subsequent planning and next steps in teaching and learning.

Teachers assess the progress of pupils using O'Track and update assessments each half term – this allows them to review the progress that pupils are making and identify where individual or groups of pupils need further support. All of this information informs any future planning and at the end of the year is reviewed and handed over to the next class teacher. Pupil Progress meetings are held

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each term and these are used to identify pupils who may need more support and resources are then re-allocated to ensure that all pupils make progress.

In addition to O'Track assessments teachers also assess an area of maths through assessment tasks at the start of every half term. These assessments are then used to set targets for the pupils and to inform future planning.

In key stage two, Pupils in years 3-5 are tested using summative assessments from the Busy Ants Scheme. This will assess whether pupils are below, meeting or exceeding expectations and these relate directly to the National Curriculum. The results of these are used to inform planning and identify the levels of need in each class through use of Teaching Assistants. They are also used to group the pupils by ability in order for the teachers to differentiate when planning.

In years 2 and 6 pupils carry out Government tests and tasks and results of these are kept and analysed. This information is used to detect any trends and set whole school targets for the teaching of mathematics.

In the **Foundation Stage** pupils are assessed continuously through observations of individual pupils and observation task sheets. At the end of the Reception Year pupils are assessed using the Foundation Stage Profile and results of these are analysed in order to set targets and detect any trends.

In order to monitor the teaching and learning of mathematics, lesson observations are carried out with a specific focus linked to objectives in the School Development Plan. The Senior Leadership Team and the Mathematics Leader are also responsible for monitoring planning and reviewing pupils' work by looking at their work books and discussing this work with individual pupils. This is completed on a termly basis.

Pupils are also involved in assessing their own work through a whole school 'traffic light' system and they are also involved in the setting of targets in order to progress.

INCLUSION

All mathematics work is differentiated according to the pupils' ability either by the work set, the amount of adult support given or the expectations of the particular task. Support staff are a valuable resource when working with groups of pupils in order to boost their mathematics. Differentiation for more able pupils is provided through the planning of challenging and stimulating work.

ICT

The use of ICT is used in Mathematics to enhance learning wherever possible and is carried out through units of work during ICT sessions and also through the use of ICT programmes on class computers which enable the pupils to practise and consolidate skills they have been learning in mathematics lessons.

RESOURCES

At all times and in all classes pupils are encouraged to work practically and resources to help with learning are always available. Each classroom has a set of mathematical resources relevant to the age of the pupils. The uses of these resources are modelled to pupils and then pupils are encouraged to choose the resources which they know will help them with the task they are doing at that time. There is also a centrally stored set of resources in a math cupboard in the school with additional resources, books and games.

EQUAL OPPORTUNITIES

We provide every child regardless of gender, race or ability, the opportunity to reach their full potential in all areas of Mathematics. Differentiation of activities allows teachers to address the needs of every individual in each class.

PARENTAL INVOLVEMENT

The weekly maths homework which is provided by each class teacher focuses on the learning that has been taking place in class or will take place in class the following week. This allows parents to be aware of the work and topics happening in class and also allows them to work with their pupils on that particular area of mathematics.

Parents are regularly invited into school to observe and take part in maths lesson within their child's class and individual targets are shared with parents during termly parent meetings.

Policy reviewed 2018

Next Review date 2019