Our motto is: 'Let your light shine… as you grow', (inspired by Matthew 5: 15-16)
Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

ST MARY'S C.E. (VA) PRIMARY SCHOOL

MATHEMATICS POLICY

These days it is common to hear people say they are, 'no good at maths' or state that they, 'can't do maths!"

People are far less likely to admit that they can't read or write. At St Mary's CofE Primary we aim to foster a 'can do' attitude towards maths. This makes us believe we will be able to do it; we just haven't quite learnt all the skills we need to solve the problem.

The National Curriculum states: *"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject."*

Aims and Objectives: 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 develop 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. (New National Curriculum July 2014)

At St Mary's Primary School, the teaching of maths is geared towards enabling each child to develop their learning and achieve their full potential. We endeavour to not only develop the mathematics skills and understanding required for later life, but also to foster an enthusiasm and fascination about maths itself. We aim to increase pupil confidence in maths so they are able to express themselves and their ideas using the language of maths with assurance. We want the children to see mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment.

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Our aim is to ensure that all children: • **Become CONFIDENT in basic skills • CHALLENGE themselves • REASON and EXPLAIN mathematically • SOLVE PROBLEMS • Have FUN.**

At St Mary's Primary School we teach maths in a way that: • creates a lively, exciting and stimulating environment in which the children can learn maths • promotes the concept that acquiring maths knowledge and skills provides the foundation for understanding the world around the children • develops mental strategies • encourages children to use mathematical vocabulary to reason and explain their thinking • allows time for partner talk in order to stimulate and develop a curiosity for maths • challenges children to stretch themselves and take risks in their learning • creates a sense of awe and wonder surrounding maths • ensures children in Key Stage 1 are secure in their understanding of number and number relationships • delivers maths in line with National Curriculum guidelines.

We use a variety of curriculum resources, including the National Curriculum Programs of Study, White Rose Maths Hub schemes of work, NRICH and NCETM (National Centre for Excellence in the Teaching of Mathematics) resources which ensure continuity and progression in the teaching of mathematics.

Our Calculation Policy details methods used to teach calculation and progression in addition, subtraction, multiplication and division. (This can be found on the school website).

There are manipulatives available in every classroom to help facilitate this process. The curriculum is delivered by class teachers. Children are taught in class groups from Foundation Stage to Year 6. In all classes, children are taught in a variety of groupings (whole class, groups, pairs, one to one) relevant to the task in hand and work is adapted in order to make it accessible and challenging. In all classes, children have the opportunity to choose their level of challenge using Mild, Medium & Spicy (or similar). Where appropriate groups/individual children are supported by the class teacher or/and Learning Support Assistants.

Staff are kept up to date on current thinking, new teaching methodologies and ideas by the subject leader through staff meetings and inset days. CPD will be available where possible for staff who need to improve their understanding of the requirements of the new national curriculum, new methodologies and assessment/testing arrangements.

Planning and Assessment: Teachers plan and deliver lessons that suit the individual learning styles of the children within the group. All maths will be taught in units and the opportunity to revisit and plug gaps during the Summer term as well as when needed throughout the year such as: during morning work and starter activities. They use their professional judgement and use of formative assessment to ensure a flexible approach is adopted which recognises the need for pace of learning within the classroom. Children are given the opportunity to engage in fluency, reasoning and problem-solving activities to demonstrate their understanding.

In order to inform planning and to assess children's progress, teachers will carry out a range of summative and formative assessments and keep a record of the achievement against the end of year objectives. This will be done through daily marking and end of unit assessments. Mental maths & problem-solving activities will be carried out within units through inputs, full-lessons, intervention, adaptions and top-ups throughout the whole of Key Stage 1 and Key Stage 2 to improve children's mental agility.

Times tables will also be taught on a daily basis and tested weekly. Daily assessment for learning will be used to identify any necessary intervention, including 'Top Up Teaching.' Children are provided with feedback either verbally or through 'top-ups' in line with the school's marking policy.

Inclusion: In line with the school's Inclusion Policy each child has an equal entitlement to all aspects of the maths curriculum and to experience the full range of maths activities. Therefore, in delivering maths, care will be taken to ensure that all learning needs are met to ensure all children keep up with the learning and catch-up needs are also met. Intervention groups will take place both within the maths lesson and outside of it where necessary. These sessions may be delivered by the teacher or learning support assistant and may involve individual or small group work and may include extending the most able mathematicians as well as supporting learners who require additional practise of skills.

The role of the Mathematics Lead is to:

- Prioritise improvements for the teaching and learning of mathematics across the school and contribute to the school improvement plan, in consultation with the Headteacher and Governing Body, driving forward the improvement of mathematics teaching and progress and achievement of learners

- Track the progress of identified groups of children and be involved in a thorough evaluation of mathematics looking at trends over time, key groups and Key Stage assessment results and report findings to the Headteacher and Governing Body.

- Audit provision for mathematics across the school in terms of teaching and learning, resources, standards on a regular basis

- Lead insets and CPD activities to support staff in developing areas of mathematics where they feel less confident and support teachers and learners in delivery of the 'hard to teach, hard to learn' areas of mathematics

- Keep updated in mathematical developments through appropriate CPD and termly subject leader update sessions

- Evaluate on a regular basis the policy and scheme of work to ensure they form the basis of practice of mathematics within the school

- Provide support for ECTs and Teaching Students in mathematics

- Ensure that appropriate resources are available to ensure children are able to learn with a hands-on concrete approach

- Ensure that mathematics display boards and working walls are informative and up to date.

Number formation:

