

St Bartholomew's Church of England
Primary School



Maths Policy



St Bartholomew's Church of England **Primary School**

Our Vision:

“A school at the heart of the community, which provides an exciting, challenging and supportive learning environment, where every child fulfils their potential.”

Our Mission:

“To provide a high quality, inclusive learning environment which promotes and celebrates high standards, progress and attainment in academic, sporting and creative learning.”

Our Community:

“To maintain positive and effective partnerships between parents and the community, and preserve and develop our religious character through working with the local churches.”

MATHEMATICS POLICY

Introduction

This policy outlines the aims, organisation and management for the teaching and learning of mathematics at St Bartholomew's Primary School. Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

Aims of Mathematics Teaching

- To equip pupils with the mathematics they need to become numerate
- To develop mathematical calculation skills
- To develop their ability to apply mathematical skills confidently with understanding when solving problems.
- To provide appropriate challenge for children
- To be able to use and apply mathematical skills in other curricular areas
- To enable pupils to express themselves and ideas using mathematical language with confidence
- To develop a positive attitude, fascination and excitement about maths. "I can't do ityet," mindset
- To work independently or collaboratively, sustaining interest in solving a problem

Lesson Organisation

- At Foundation Stage, pupils experience mathematics on a daily basis. This early introduction to mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Opportunities for mathematics should be developed through daily routines and all areas of learning
- A daily mathematics lesson of 45 - 60 minutes is taught in Year 1 - 6
- Children are taught in mixed ability classes from Y1 to Y6.
- Lesson structure can and should vary based on the year group and the topic.

Teaching strategies

- In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted. As well as learning calculation skills, a core teaching focus must be mathematical problem solving and using and applying maths. Evidence of problem solving activities, where appropriate, is recorded in books. There should be elements of problem solving in the majority of lessons.
- Teachers place a strong emphasis on correct use of mathematical language. Articulating mathematical reasoning is modelled and encouraged in the majority of lessons.
- Wherever possible practical 'real' activities are used to introduce concepts and reinforce learning
- A Calculations Policy informs teachers of the methods used at St Bartholomew's (Ref Calculations Policy)
- Working walls are used to support learning and teaching in a lesson or series of lessons

Curriculum Planning

Medium Term Planning:- Teachers in Year 1-5 base their planning on the Maths No problem scheme, which follows the National Curriculum 2014. Teachers in Year 1-5 use reviews to track student progress at the end of every maths topic. Teachers in Year 6 base their planning on the White Rose scheme of work and use regular SAT style assessments and White Rose materials to track progress.

Maths homework is given weekly from Year 1 to support and develop children's mathematical understanding.

Assessment Recording and Reporting

Day-to-day assessments:- Assessment of children's progress and attainment may be based upon observation, questioning, informal/formal testing and marking of work. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement. Children will also be given opportunities for peer assessment.

Unit assessments:- These take place at the end of a unit of work and measure progress towards National Curriculum Expected Standards. Underachieving students are identified and interventions are put into place to support their learning and maximise their opportunity for progress. Data is recorded on "Class track". The subject leader will track the progress and attainment in maths across the school and report findings to the Headteacher and governors.