

Newton Bluecoat School

Mathematics Policy

Mission Statement

We believe in excellence by inspiring every child to flourish within a caring, Christian community.

Intent

We aim to provide a high quality maths education that provides children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these keystones of Mathematics are embedded throughout all strands of the National Curriculum. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Newton Bluecoat Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

Using the Programmes of Study from the National Curriculum 2014 we aim that our children:

- will be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations
- can estimate the approximate size of the answer to check the reasonableness of their calculations
- will leave primary school with an efficient, reliable, compact written method of calculation for each operation (in line with our calculation policy)
- develop a range of mental calculations strategies, aided by informal jottings where necessary
- be able to recall times tables up to 12 x 12 and associated division facts
- are confident in the fundamentals of maths and be able to reason mathematically
- will understand the importance of mathematical skills in everyday life.

Provision

Throughout school pupils are provided with a variety of opportunities to develop and extend their mathematical skills.

Lessons from Reception to Year 6 are planned using the Long Term Schemes of learning published by White Rose Maths and complimented with additional resources which reinforce reasoning and problem solving. The teaching of mathematics provides opportunities for:

- whole class teaching
- daily reasoning problems
- weekly arithmetic papers
- speaking and listening
- independence and resilience
- deep thinking and understanding
- group work/paired work
- individual work
- use of ICT

Pupils are given opportunities to:

- develop a variety of mental strategies
- develop written methods
- engage in mathematical discussion
- use and apply their skills and knowledge
- solve problems and investigate
- use resources and equipment independently
- participate in practical activities

All classes are to have a working wall for mathematics in the classroom, which should be added to as a unit progresses and contain mathematical vocabulary and symbols. Children are given opportunities to use and apply their mathematical skills throughout the curriculum in other subject areas.

Work set is challenging, motivating and encourages the children to discuss maths on a regular basis building the knowledge and ***cultural capital*** they need to succeed in life.

Early Years

In the Early Years Foundation Stage, maths is underpinned by the Characteristics of Effective Learning. Child initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and puzzles, both indoors and out. In the EYFS, maths is also taught as a discrete subject through child-led themes using concrete and abstract materials as well as using the correct mathematics vocabulary during the session. Evidence is recorded in independent maths books, whole class book, photographs and teacher comments.

Key Stage 1 & 2

From Year 1, mathematics continues to be taught as a discrete subject, following the principles described above and teachers plan their daily lessons using Lancashire Mathematics planning support framework. In KS1 and KS2 maths lessons are taught every day. In both Key Stages, every session taught must feature a daily reasoning problem (puzzles/patterns/visual representations) which children are to work on independently, in pairs or in small groups.

Evidence for at least 3 of the reasoning activities completed in the week must be evident in the children's maths books. Other lessons involve mental calculations, arithmetic lessons and the teaching of new objectives. Mathematical knowledge is applied and skills reinforced whenever relevant in other curriculum areas. An element of challenge will focus in every lesson.

Assessment, Recording and Reporting

Assessment in maths is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps and extension tasks to extend their learning. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals.

Y2 and Y6 complete the national tests (SATs) in May. Yrs. 3, 4 and 5 complete optional SATs papers produced by Testbase which inform teacher summative judgements in the summer term. All year 4 children will sit the national Multiplication Times Table Check in the summer term of year 4.

Equal Opportunities

The mathematics policy firmly supports the equal opportunities philosophies of the school and all children will have access to the mathematics curriculum.

Inclusion

We aim to provide for all children so that they can achieve as highly as possible in mathematics according to their abilities. We continually identify children who are making less than expected progress and take steps to improve attainment. High achieving children are identified and provided with appropriate challenge.

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow access to maths for pupils with SEN, including provision for pupils that are exceptionally able in mathematics.

Role of the Maths Subject Leader

- To lead in the development of maths throughout the school.
- To monitor the planning, teaching and learning of mathematics throughout the school.
- To help raise standards in maths.
- To provide teachers with support in the teaching of mathematics.
- To provide staff with CPD opportunities in relation to maths within the confines of the budget and the School Improvement Plan
- To monitor and maintain high quality resources.
- To keep up to date with new developments in the area of mathematics

Conclusion

This policy needs to be in-line with other policies and therefore links to the follow school policies:

- Calculations Policy
- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- SEN Policy
- ICT / e-safety Policy
- Equal Opportunities Policy
- Homework Policy

Policy written by Louise Dawson (Mathematics Subject Leader) January 2021.

This policy was approved by the Governing Body on _____

Signed _____