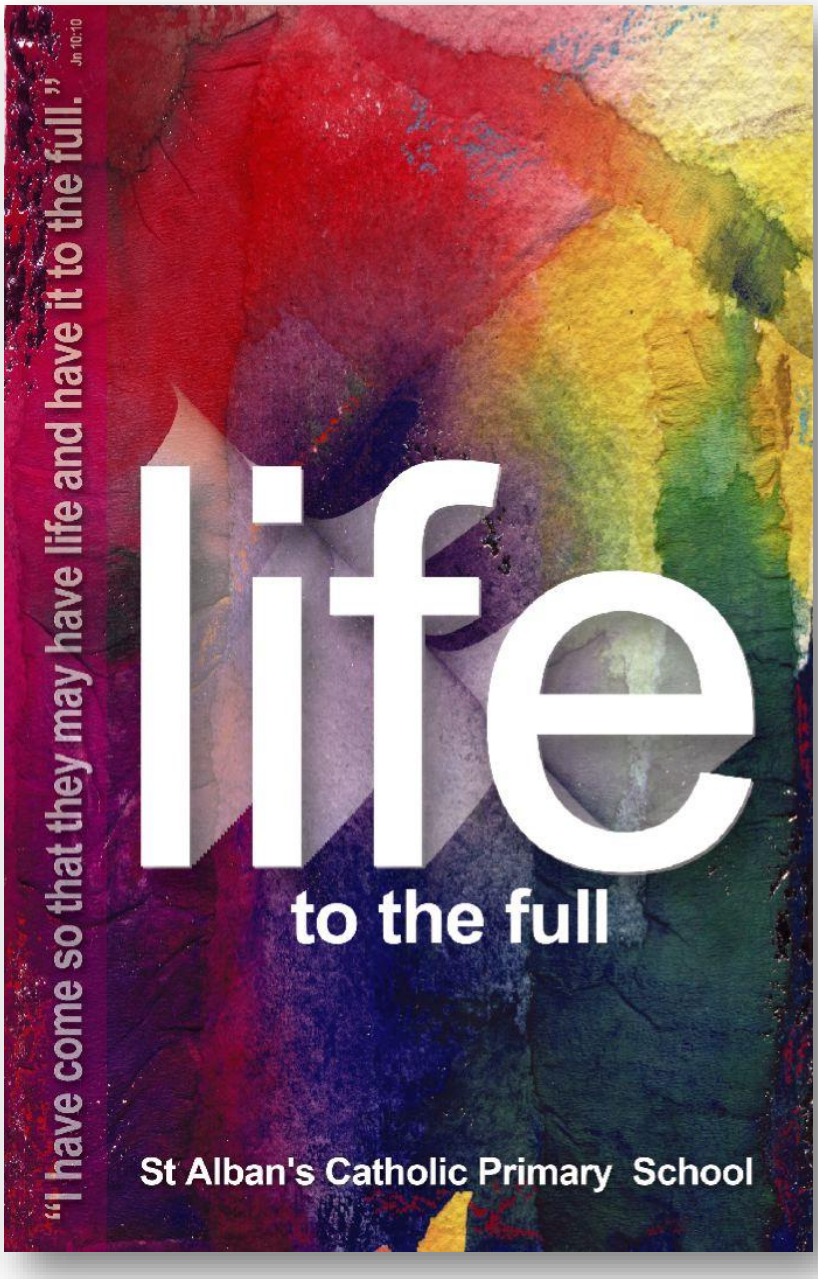
St Alban's Catholic Primary School



Maths Policy

Mission Statement

Jesus said, 'I have come so that they may have life and have it to the full'. *(John 10:10)*

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.

ST.ALBAN'S CATHOLIC

PRIMARY SCHOOL

St Alban's Catholic Primary School
Mathematics Policy

Rationale

At St Alban's Catholic Primary School, we aim to develop children who are confident with number and understand mathematical concepts. We believe that Mathematics provides children with the essential life skills of:

- understanding number and calculation;
- problem solving;
- enquiry;
- reasoning skills.

We aim to provide children with a fun but focused Mathematics curriculum, equipping them with the skills they require for adult life. We adopt a fully inclusive approach to teaching and learning in Mathematics, where children are challenged sufficiently in a supportive environment. Assessment for learning allows children and teachers to review the strategies and methods used in the lessons, thus we are always able to move learning on.

Aims

Our aims in the teaching of Mathematics are:

- to develop numerate children;
- ensure every child is confident and enthusiastic when approaching Mathematical problems;
- provide children with the skills to use and apply Mathematics in different contexts;
- provide children with the vocabulary to talk about and explain Mathematical concepts;
- provide children with an exciting Mathematics curriculum, which is embedded in real life situations and practical problem solving;
- use ICT to enhance learning and teaching of Mathematics where appropriate;
- use a variety of learning styles and resources to cater for the needs of all children;
- Follow guidelines as set out in the National Curriculum Programme of Study.

The teaching of mathematics provides opportunities for:

- group work;
- paired work;
- whole class teaching;
- individual work;
- the use of ICT;
- speaking and listening opportunities.

Planning

The National Curriculum provides a Programme of Study, which outlines objectives and what pupils need to achieve at each stage of their learning. Our whole school, yearly planning has been developed to split the National Curriculum objectives for each strand across the three terms. This allows for areas of Mathematics to be revisited in a planned and structured way throughout the year.

Following our yearly plans, we select appropriate resources from a number of sources, including, but not limited to White Rose Maths. Medium term plans are generated by breaking down each National Curriculum objective into small steps.

Each week, the small steps are taught, ensuring that new learning takes place, fluency is developed, and children have the opportunity to solve problems and talk about their reasoning.

ICT is used to support teaching and learning when individual teachers judge it to be appropriate.

Assessment

Children work is marked against the learning objective and informs future lessons. Live marking is preferred, so that teachers and children can work together to ensure misconceptions are addressed, or so that the pace of lessons can be altered. Children mark their own work using green pen. If the teacher marks the books, red pen is used.

Positive feedback is given in a visual way by highlighting and achieved objectives in green. Any areas that children need to work on, and next steps are written as wishes that children are given the opportunity to read and respond to at the beginning of each lesson.

At the end of each term, summative assessment is carried out.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	GAP	Past SATS Paper	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	Past SATS Paper
Spring	GAP	Past SATS Paper	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	Past SATS Paper
Summer	NFER	Past SATS Paper	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	NFER Arithmetic and Reasoning	Past SATS Paper

For years 2-6, question level analysis is carried out by the Assessment/Maths Coordinator and areas of strength and development are identified for each cohort. Staff then use this information to assist them when planning for the next term.

Calculation

Mental Calculations

Mental methods will be introduced and developed from an early age. Children are directly taught and provided with regular opportunities to develop and practise the skills involved. Teachers model using mental calculation methods and use practical and visual aids where appropriate.

Skills include:

- Remembering number facts;
- Using known facts to work out new/unknown facts;
- Developing a bank of mental strategies;
- Solving problems.

We aim to encourage children to consider mental methods first.

Written Work

Written recordings are used to:

- informally support a mental calculation;
- develop the skill of explaining the method used;
- help someone else follow the method used or assess the work;
- practice writing and using correct symbols, notation and vocabulary;
- carry out the working of a standard written method of calculation.

The move from informal to standard written methods will take place in line with the expectations set out within the National Curriculum.

Mathematics across the Curriculum

Opportunities are used to draw out mathematical experiences in order to apply and use mathematical skills in real life contexts, where appropriate. Mathematics will also contribute to other subjects in practical ways.

Resources

Resources which are specific to each year group are stored within the classroom. Other, shared resources are stored centrally in school in labelled boxes and are easily accessed by staff and children.

Teachers use resources to:

- demonstrate or model an idea, operation or method of calculation;
- enable children to use a method or calculation strategy independently;
- provide a context for the application of a strategy.

Monitoring and Evaluation

The mathematics subject leader monitors and evaluates the teaching of mathematics. Any observations are undertaken in line with the school improvement plan.

The maths subject leader works alongside teachers. This time is used to monitor and evaluate the quality and standards of mathematics throughout the school and enables the coordinator to support teachers in their own classrooms.

In addition, continuity and progression across the school is monitored by the Mathematics subject leader as is the implementation and impact of Assessment for Learning. Actions identified in the SIP and Mathematics Action Plan, intended to raise standards, are also monitored for implementation and, when appropriate, impact.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

Roles

The Mathematics subject leader will:

- assist the headteacher in carrying out the audit, reviewing and amending of the action plan;
- prepare, organise and provide school based CPD meetings, workshops and staff meetings;
- prepare and review the implementation of school policy documents and guidelines taking into account the recommendations of the New National Curriculum and EYFS;
- liaise with staff in school – working alongside them giving guidance and support;
- organise and maintain the school's mathematics resources;
- take responsibility for own professional development by attending courses and keeping up to date with current developments within mathematics education;
- liaise with Mathematics subject leaders in other schools through attendance of local network meetings (where face to face meetings are available post Covid-19)
- maintain contacts beyond school with numeracy consultants, advisory staff and other outside agencies.
- ensure equality of opportunity for all pupils.

Staff Development

All staff are encouraged to develop, assess and improve their teaching of mathematics.

Whenever possible we:

- encourage staff to attend mathematics courses
- provide school based CPD
- involve staff with policy and decision making
- provide the opportunity to learn from colleagues' expertise