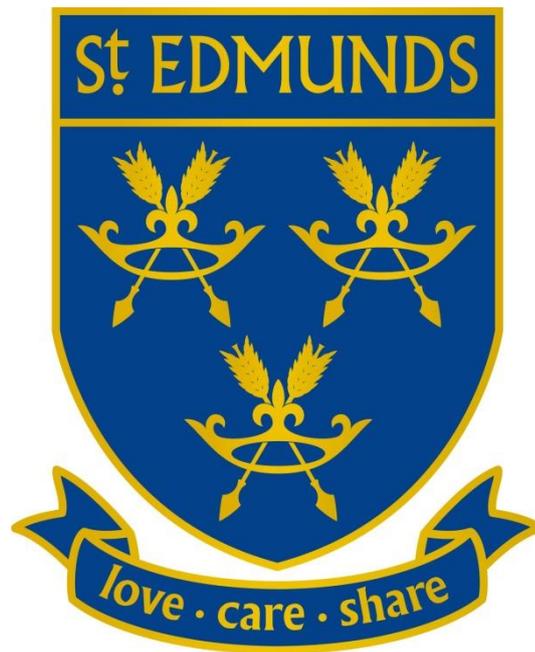


St Edmund's Catholic Primary School



Mathematics Policy

September 2016

ST EDMUNDS CATHOLIC PRIMARY SCHOOL

MATHEMATICS POLICY

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "To Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

Introduction:

This policy outlines the teaching, organisation and management of mathematics at St Edmunds Catholic Primary School.

The purpose of mathematics in our school is to develop:

- a positive attitude towards mathematics and an awareness of the relevance of mathematics in the real world
- confidence and competence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and work systematically and accurately
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

Breadth of Study:

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating e.g. using concrete apparatus, pencil and paper and using a calculator
- working with computers as a mathematical tool

We also seek to explore and utilise opportunities to use and apply mathematics across all subject areas.

Organisation:

Each class teacher is responsible for the mathematics in their class in consultation with, and guidance from, the mathematics subject leader. Each class teacher will provide 4 or 5 dedicated mathematics lessons each week, which may vary in length but will usually last for 45 minutes in Key Stage One and 50 to 60 minutes in Key Stage Two. Teachers of EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Planning:

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the longer term planning for mathematics taught in the school. Years 1-6 use the Abacus scheme as the basis for teaching mathematics and EYFS planning is based on Development Matters and the Early Learning Goals (Number, Shape Space & Measure).

Special Educational Needs:

The daily mathematics lessons are inclusive for pupils with special educational needs. The visual element of mathematics will be capitalised upon whenever possible in order that reading difficulties will not hinder children's progress in the subject. Children may be provided with a focused intervention programme (1stClass@Number/1stClass@Number2) to help close gaps in their learning and mathematical understanding. These programmes are delivered by trained support staff and overseen by the Mathematics Subject Leader.

Within the daily mathematics lesson teachers must not only provide differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are higher achievers in mathematics. It is vital that all children are challenged at a level appropriate to their ability.

Resources:

Each classroom has its own maths resources, suitable for concrete experiences. In addition to these, there are many centrally stored resources available for use across the whole school. There should also be a working wall area within every classroom that the children can access.

Assessment and Record Keeping:

Teachers make regular assessments of each child's progress and record these systematically.

Children's class work is assessed frequently through

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted and short term planning is evaluated and annotated in light of these assessments.

Marking:

Marking of children's work is essential to ensure they make further progress. All work is marked in line with the school's marking policy, and includes verbal feedback and next steps. Children are encouraged to self-assess their work and given time to read teachers' comments and make corrections.

Monitoring and Evaluation:

The mathematics subject leader (in conjunction with the Head Teacher and Deputy Head Teacher) leads, manages, evaluates and monitors the development of mathematics in the school. This includes the setting of targets, ensuring that arrangements are made to meet the training needs of teachers and other adults involved and ensuring parents are informed and involved.

Homework:

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Activities are sent home to children in years 1 to 6 on a weekly basis. They can take the form of games, activities or written tasks.

Governing Body:

We have an identified maths governor. The maths governor visits the school termly to talk with the subject leader and reports back to the curriculum committee on a regular basis.

Role of the Mathematics Subject Leader:

The mathematics subject leader will be expected to

- prepare, organise and provide school based INSET meetings, workshops and staff meetings
- assist with the monitoring of teaching and planning and analysis of SATs results and other assessment data
- liaise with staff in school – working alongside them giving guidance and support
- introduce, 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 at local network meetings
- to provide an example to the school by taking a lead in teaching mathematics
- ensuring equality of opportunity for all pupils
- maintaining contacts beyond school with numeracy consultants, advisory staff and other outside agencies
- Be aware of strengths and weaknesses within mathematics in the school. Liaise with Head and Deputy to address issues and identify training needs
- Report, as required, to the Governing Body Curriculum Committee on standards and developments in mathematics
- Review and update the policy and teaching guidelines as required
- Demonstrate expertise in mathematics and be familiar with sources of guidance and information to support colleagues

Policy Reviewed: September 2016 by Jo Nagle (Lead Practitioner and Mathematics Subject Leader)