



Wycliffe Church of England Primary School

Mathematics Policy



Ratified by the governing body: May 2020
To be reviewed: May 2022

Vision Statement

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This will be flexible and cater to individual needs and develop a love for learning through which all members can flourish. Our priority is to nurture habits and accountability which lead to sustainable development and responsibility.

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Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

1. Aims

The aim of Mathematics education at Wycliffe CE Primary School is to help all our pupils acquire and continue acquiring, throughout their school lives and beyond, a deep, long-term, secure and adaptable understanding of the subject. Underpinned by our endeavour to value all God's children, we want them to develop a love for Maths for all children and a 'can do' attitude towards it, understanding its purpose and relevance within and beyond the maths lesson. We aim to provide a stimulating and exciting learning environment that takes account of different learning styles and uses appropriate resources to maximise teaching & learning.

We want all our children to be Maths Masters.

We aim for each child to achieve mastery (acquire a solid enough understanding of the maths that has been taught to enable him/her move on to more advanced material) on the journey through school.

Using the programmes of study from the National Curriculum 2014 and a Maths Mastery approach it is our aim to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to 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 experimentation.

2. Statutory Requirements

At Wycliffe we follow the statutory programmes of study as set out in the National Curriculum.

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics.

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance. The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
 - understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces, and measures

3. Delivery of Mathematics

Breadth of study

Careful planning and preparation ensures that throughout the school children engage in:

- practical activities and games using a variety of resources
- individual, paired, group and whole class learning and discussions
- purposeful practise where time is given to apply their learning
- fluency, reasoning and problem-solving tasks to challenge thinking
- a range of methods of calculating, understanding the application of mathematical models

Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply mathematics across all subject areas.

Teachers planning and organisation

Long term planning:

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the long term planning for mathematics taught in the school.

Medium term planning:

Years 1-6 use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for Maths objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart. They ensure teachers stay in the required key stage and support the ideal of depth before breadth. They support pupils working together as a whole group and provide plenty of time to build reasoning and problem solving elements into the curriculum.

Short term planning:

The above schemes of learning support daily lesson/flipchart planning. Teachers are also signposted to and encouraged to use the NCETM materials to further develop their own subject knowledge and support lesson planning. Lessons are planned using a common planning format and are monitored at intervals by the mathematics subject leader.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

In KS1 and 2, all classes have a daily mathematics lesson, with one per week focusing specifically on arithmetic.

4. Assessment

Marking

The school's marking policy is available on the Teachers' drive. Marking of children's work is essential to ensure they make further progress. Work is marked against success criteria, in line with the school marking policy, and includes next steps. Children are encouraged to self-assess their work and given time to read teachers' comments and make corrections or improvements. Responses to marking are made as close to the work as possible, ideally at the start of the next lesson. Some pieces of work in mathematics are be marked by children themselves, giving immediate feedback and an opportunity for the teacher to investigate and explain any misconceptions. This is particularly useful practice in years 5 & 6.

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make formative assessments of children daily through:

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Summative Termly Assessments

We follow the BDAT calendar for summative assessments each term. In addition, Years 2 and 6 have half-termly assessments.

Pupil Progress meetings are timetabled each term for all classes. Progress of pupils is discussed and appropriate intervention considered and put in place where appropriate.

Summative Long term Assessments

Y2 and Y6 complete the national tests (SATs) in May.

5. Resources

All White Rose resources are accessible on the Teachers drive, accompanied by additional Powerpoint slides with adaptable materials to support daily lesson planning. NCETM resources are available online and staff are aware of how to access and use these resources effectively.

Each class has a stock of core resources that are age appropriate. Additional mathematical equipment and resources are stored centrally in the maths resource cupboard.

Links to other policies and curriculum areas

6. Role of the Maths Subject Leader

- To lead in the development of Maths Mastery 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 through attending relevant network meetings within BDAT and Teacher Research Group meetings through West Yorkshire Maths Hub.

7. Training

CPD opportunities are planned regularly through the school's CPD calendar. Further support is provided through the facility to observe Maths lessons delivered by a Lead Teacher.

CPD for the Subject Lead is from the West Yorkshire Maths Hub as well as opportunities to network within the Academy. Where bespoke training is needed the school allocates specialist course material as needed.

8. Monitoring Arrangements

The monitoring of Maths across school takes place on a regular basis as part of Wycliffe's Quality Assurance Calendar. The Maths Action Plan is reviewed termly, evaluated and adjusted if necessary. The Head Teacher is responsible for ensuring that Mathematics is taught consistently across the school and the Governing Body receive annual updates from the Maths leader on this area of the curriculum.

