

# St. Martin's Catholic Primary School



## Maths Policy.16

*This policy should be read in the light of our:*

- ❖ **Our Mission** to foster the personal development and academic achievement of each child by providing a caring and creative environment that adheres to the foundations and values of the Catholic Faith.
- ❖ **Our Vision** to inspire all to lead, through love and service, the life of purpose and excellence that God wants for us.

Approved by Committee:

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April 16

Approved by FGB

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May 16

Next Review date:

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October 18

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# St. Martin's School Maths Policy

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## Rationale

**'Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.'**

*(National Curriculum: Mathematics Programme of Study, July 2014)*

At St. Martin's Primary School all children are given the opportunity to develop their mathematical potential through a rich, engaging curriculum. We want children to feel confident in using and applying mathematics in a wide range of situations.

We believe that mathematics is uniquely powerful in helping to make sense of, and describe, our world and to enable problems to be solved. Useful and creative, it requires not only facts and skills, but also understanding gained through exploration, application and discussion. In mathematics we aim to develop lively, enquiring minds encouraging children to become self-motivated, confident and capable of solving problems that will be an integral part of their future.

## Purpose/intended outcomes

- To promote a love and curiosity of mathematics
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school

## Overview

This policy explains how maths is taught in St. Martin's and outlines the aims and objectives.

## Aims of Policy

To encourage children to:

- Become fluent in the fundamentals of mathematics
- Reason mathematically by following a line of enquiry
- Be able to justify their reasoning using mathematical language
- Recall and apply their mathematics confidently and efficiently

We aim to place problem solving and investigative skills at the heart of our mathematics teaching. We recognise that collaboration and communication are crucial life skills and should be developed in our mathematics teaching.

The expectation is that all children welcome challenge and that teachers foster the attitude that we all, even the most able among us, should expect to struggle. Through careful assessment, planning and preparation we aim to ensure that all children progress when they are ready. New knowledge and skills should be secured before new material is introduced. For those who grasp new material quickly, they should apply this to rich problem solving tasks.

## Expectations

As children progress through our school we expect that the majority will be secure in their curriculum age band.

We will judge the success of our mathematical teaching by:

- The motivation and interest displayed by our children
- KS1 and KS2 results
- Success in meeting targets
- Data analysis (Target Tracker)
- Book and planning scrutiny
- Observations of the teaching of mathematics

## Teaching and learning

### Planning

The National Curriculum 2014 forms the basis of teaching and learning.

At St. Martin's Abacus is used as the starting point for creating medium term maths plans which will form the basis for short term planning. Plans will always be adapted to suit the individual needs of children.

Clear objectives (in the form of a WALT – “We Are Learning To”) are set for every lesson and are shared with pupils. Teachers differentiate according to the needs of the pupils and use Quality First teaching for targeted support.

Teachers plan for deep coverage and mastery of the school's curriculum through both daily maths lessons and additional opportunities to develop mental maths skills using Big Maths CLIC. Plans for daily maths lessons include: teaching, practising, applying, and reviewing. They cater for all learning styles (Visual, Aural and Kinaesthetic). Children's targets are at the forefront of planning and are clearly linked to and reviewed through regular assessments.

Planning should include opportunities for:

- practical activities and mathematical games
- problem solving
- individual, small group and whole class discussions
- open and closed tasks

- a range of methods for calculating
- working with ICT

Plans should follow St. Martin's Calculation Policy which gives an overview of the development of addition, subtraction, multiplication and division from Reception to Year 6. Teachers should use this detailed information on progression through each strand and how to use practical resources and models to develop understanding at each stage.

## Inclusion

All children receive Quality First maths teaching on a daily basis and activities are differentiated accordingly.

We respond to children's diverse learning needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through a range of teaching approaches and modifying these for individual needs
- Using appropriate assessments
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child

*See SEN and Equal Opportunities policies.*

## Assessment, Recording and Reporting

All assessment is used to inform teaching and learning. We identify children's understanding and then swiftly focus interventions to overcome misconceptions. At St. Martin's we record children's progress using Target Tracker and assess children in four main ways:

- Assessment for learning
- Marking: daily/weekly
- Half-termly Abacus assessments
- End of Key Stage transitional Assessments: annually

*See marking policy and assessment policies.*

## Staff development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development

Plan. The Maths leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated.

Where necessary, the Maths leader organises school based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

New members of staff will be introduced to the policy, planning requirements, specific targets and resources by the Maths leader. NQTs receive additional LA training as part of their induction.

## Resources

Each classroom has a variety of teaching aids to support mathematics. KS1 classes have access to a variety of equipment including, multilink, Numicon, Cuisenaire rods, number lines as well as measuring and weighing equipment. KS2 classes have access to multilink, Numicon, number lines and measuring equipment. Other equipment can be borrowed from the Maths cupboard.

All classes have access to the Abacus maths scheme materials and resources which are available online.

Pupils are encouraged to choose resources which are relevant to their work, take care of equipment and return it.

## Monitoring and Evaluation

The Executive Head, Senior Leadership Team (SLT), the Maths leader, Assessment Coordinator and teachers all have a responsibility to monitor maths. Having identified priorities, the SLT and Maths leader construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

This will be in line with our Monitoring and Evaluation Policy.

## Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning through maths workshops and our Maths Parent Toolkit. Homework provides opportunities for children:

- To practise and consolidate their skills and knowledge
- To develop and extend their techniques and strategies
- To share their mathematical work with their family
- To prepare for their future learning.

Homework activities will be short and focused and may help to form the basis of assessment.

## Review

This policy will be reviewed in October 2018 or according to the School Development Plan.

