

**St. Luke's Church of England (Aided) Primary School
Mathematics Policy**



Person(s) Responsible: E Parkes (Maths Subject Leader)

Team: K Maxwell, R Jassi, A Mansell, V Bryan, M Bernard, S Hill

Date Adopted: 7th February 2023

Review Date: July 2024

Signature of Chair of Governors Meeting:

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,
'we can do all things through Christ who strengthens us' Philippians 4:13.

The school's Mathematics policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Aims, Objectives and Expectations

We aim to promote enjoyment of learning through practical activity, exploration and discussion; to promote confidence and competence with numbers and the number system; to develop the ability to solve problems through decision-making and reasoning in a range of contexts; to develop a practical understanding of the ways in which information is gathered and presented; to explore features of shape and space, and develop measuring skills in a range of contexts and to understand the importance of mathematics in everyday life.

We aim through our mathematics teaching to enable children to:

- By the end of YN: be working within the **3-4** age band **based on the** early learning goals in Mathematics
- By the end of YR: achieve national expectations (**4-5 years**) of attaining the early learning goals in Mathematics
- By the end of KS1: achieve national expectations of securing knowledge and understanding in the year 2 mathematics curriculum (Y2 EXP)
- By the end of KS2: achieve national expectations of securing knowledge and understanding in the year 6 mathematics curriculum (Y6 EXP)

Progression

Foundation Stage: At St. Luke's we deliver Mathematics in our nursery and reception classes. We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about Mathematics.

Key Stage 1 and 2: Mathematics is a core subject in the National Curriculum, and we use the Framework as the basis for implementing the statutory requirements of the programme of study for mathematics. Teachers use year group objectives to plan lessons and have a choice of how they present planning, these are shared with the subject leader and senior leadership team. To assist in planning for differentiation and challenge, year group objectives have been layered in the form of Medium Term Planning Record Sheets. 'Have a go' and 'Check and Challenge' problems are used at different opportunities within lessons, to assess the children's learning. This ensures pupils are consistently challenged and have opportunities to make progress within a single lesson.

Learning and Teaching

In the Foundation Stage, Mathematics sessions take place on a daily basis in Nursery and in Reception. These sessions are teacher led, followed by Family Group activities and are supplemented each day by related activities for children to choose from.

At key stage 1 and 2, Mathematics lessons take place for an hour daily. Additional Mathematics activities also take place in mixed ability groupings in the child's class through science and topic work wherever possible.

- Weekly Arithmetic tests are administered (every Monday) and the results are collated and analysed to find areas for development, informing subsequent lesson starters.
- Rapid Recall activities are completed, at the start of each lesson (Tuesday-Thursday).
- Rapid Recall cards vary in length and are timed depending on the pupil's year group and ability. These activities include calculation facts involving addition and subtraction (Probe cards) and Multiplication and Division (Club cards).
- Weekly Reasoning tests are administered (every Friday) and the results are collated and analysed to find areas for development, informing subsequent lesson starters.

It is the class teacher who completes the weekly plans for the teaching of Mathematics. These weekly plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. Weekly planning is shared and monitored by the subject leader and the Maths team.

Inclusion

Children are taught Mathematics within their year group setting, in ability groupings. Lessons are led by a teacher and supported by a teaching assistant, and when appropriate, support from SEND support assistants. At St. Luke's we value the individual and strive for all children to reach their potential. However, children are not segregated from their peers, they are based within mixed ability classes for lessons in other areas of the curriculum.

(See also SEND Policy, EAL Policy and Equal Opportunities Policy)

Learning Environment

All classrooms should have a mathematics display showing a combination of teaching resources/tools appropriate to the maths group and pupil work. The display should evolve as the children progress and as the objectives change.

During Maths lessons, there should be a clear learning objective displayed – Can I . . .? or WillBBA (We will be better at) relating to their current learning, success criteria – WILF (What I'm Looking For – these can also be shared orally) and some good examples of children's work, i.e. a WAGOLL (What A Good One Looks Like).

Monitoring

A whole school programme of monitoring is planned into the schedule for the year to distribute monitoring activities throughout the year and eliminate conflicts of interest. A range of evidence is collated to inform areas of strengths and areas for development: planning, work scrutiny, learning walk, lesson observations, pupil interviews, data, and staff questionnaires.

Assessment

Children are assessed on a day-to-day basis against the learning objectives and the 'Can I' statements taken from the Medium Term Plan Record Sheets for Mathematics. Formal assessments are carried out twice yearly from Year 1 to Year 5 producing Mid-line and End-line data based on age related expectations, with Years 2 and 6 completing their compulsory Standard Assessment Tests (SATs). The results of these statutory and non-statutory tests, however, are not taken in isolation, teachers use the results to inform their judgements but will use their own Teacher Assessment to make judgements regarding their children's attainment.

Moderation across year groups, phases, key stages, inter school, intra school and local authority has been timetabled into the school yearly programmes to provide opportunities for staff to gather evidence to corroborate their judgements with their colleagues, to reach shared conclusions. Thus, ensuring conformity of standards regarding the age related expectation judgements that teachers assess their pupils at. Exemplification materials are used to assist in this process. The data generated is used to identify strengths and areas for development. Tracking is used to identify groups and individuals that are 'on track', 'stuck', 'under achieving' or 'exceeding expectations'.

Resourcing

'Hands on' Mathematics resources are kept in the Mathematics store as well as in classrooms; encompassing Mathematics textbooks, Mathematical equipment (concrete resources) and Mathematic games and activities. In the PPA room are teachers' resource books and photocopiables. Electronic documents and software is accessible through the school learning platform, one note and Teams.

Marking and Feedback

The school Marking and Feedback policy is adhered to in Mathematics.

Health & Safety

We enable all pupils to have access to the full range of activities involved in learning Mathematics. Where children are to participate in activities outside the classroom (a 'maths trail', for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Appendices

Additional information is available in the Teams Channel > Maths.

Review

Regular reports are made to the governors on the progress of Mathematics provision via the Curriculum & Standards Committee.

This policy will be reviewed annually to ensure it is up to date with current practice.

Date: Autumn 2022

Signed: E Parkes