



## **The Federation of Sacred Heart Primary School and St Mary's Primary School**

### **Mathematics Policy**

#### **We agree**

- To develop confidence and competence with numbers and measures
- To develop children's fluency of basic facts including number bonds and times tables
- To enable children to acquire an understanding of the number system and have accurate and efficient computational skills
- To develop a practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables
- To enable children to recognise and appreciate the relationship between mathematics and other areas of the curriculum
- To encourage children to reason about mathematics
- To encourage children to make connections within and between the strands of mathematics

#### **The development of Mathematics**

Mathematics is planned and taught using the Wandsworth Medium Term Plans which ensure full coverage of the National Curriculum for Mathematics across the year, with a particular focus on developing mathematical fluency, reasoning and problem solving. Formal written calculations for addition, subtraction, multiplication and division in Key Stage One and Two are taught according to the Wandsworth Calculations Policy.

Mathematics is taught through a daily maths lesson in Key Stage 1 and 2. In Nursery and Reception, Mathematics is taught through integrated tasks which are both independent and teacher led.

The children experience the teaching of Mathematics through a variety of teaching styles ranging from whole class participation and group work, to individual based activities. In the lesson, the teacher informs the children of the learning objective and success criteria.

The objectives are then taught through:

- Practical activity, exploration and discussion
- Mental images of numbers and their relationships

- Using manipulatives, models and images to represent and explain maths concepts
- Answering carefully planned or selected questions
- Estimating, drawing and measuring in a range of practical contexts
- Drawing inferences from data in practical activities
- Activities that encourage the children to make strong connections between number work and other aspects of their work in mathematics
- Using patterns and relationships to explore simple algebraic ideas
- Reasoning, and the development of related vocabulary

Throughout the school children explore and use a variety of resources and materials, including ICT.

The use of appropriate differentiation, scaffolding and support enables all children to access learning and make progress in every lesson. All children are entitled to equal opportunities, regardless of gender, ethnicity, disability, ability and financial situation.

### **Oracy - Exploiting learning in Mathematics to promote the highest standards in Literacy**

*In mathematics, children are provided with experiences of real value, which develop their language:*

- ◆ *to master important concepts and to think*
- ◆ *to engage in dialogue which communicates and deepens understanding*
- ◆ *to produce work of a highly creative and aesthetic quality, with correctly formed cursive handwriting*

*This involves:*

- ◆ *the acquisition of a wide working mathematical vocabulary*
- ◆ *becoming a competent writer for a range of purposes in mathematics*

## **Planning**

### **Medium Term Planning**

The Wandsworth Long Term Plans and Medium Term Plans are used to map out coverage over the year. These plans are thematic.

### **Weekly Planning**

Each teacher plans using the Sacred Heart or St Mary's Maths Planning Weekly Planning template. Planning is flexible and reflective and based on regular Assessment for Learning and Continuous Evaluation. The first three days of the week are planned in detail.

Daily planning includes objectives and activities for the mental/oral starter and the main part of the lesson. The planning for the main teaching includes models and images that will be used to represent and teachers carefully plan and consider the questions they will ask to challenge all pupils. The plan also includes details of the teaching planned for the plenary.

After the lesson and marking, the teacher evaluates and annotates the plans according to how the children performed in the lessons. This Assessment for Learning is then used to feed into the planning for the week, ensuring that misconceptions are addressed and new learning is secure.

The Foundation Stage class teachers plan Mathematics through integrated tasks which are recorded on a planning sheet specifically for The Foundation Stage. Objectives are taken from The Early Years Foundation Stage Curriculum.

## **Whole school Management of Mathematics**

### **The Class Teacher**

The role of the class teacher is to teach the learning objectives stated through the daily maths lesson. The class teacher is also responsible for the planning and assessment of mathematics in their class and for setting appropriate homework.

### **The Mathematics Subject Leader Teacher**

The role of the subject leader is to

- support class teachers in their planning and teaching of mathematics
- provide INSET when necessary
- monitor teaching and learning through book samples, looking at planning, pupil voice and lesson observations.
- make staff aware of the support available from other resources (LEA advisors) and external INSET
- attend appropriate courses and disseminate relevant information
- ensure teachers have access to a range of good quality resources to aid in the teaching of maths
- manage, update and order appropriate resources
- organise mathematic assessment throughout the school
- analyse data related to pupil achievement and progress
- administrate and monitor the use of interactive online mathematic learning tools
- be fully aware of developments in the National Curriculum, LEA policies and guidelines and keep staff informed

### **The Head and Senior Leadership Team**

The role of the Head and The Senior Leadership Team is to monitor the provision of Mathematics throughout the school and support the Mathematics subject leader.

### **The Governors**

The Governors receive an evaluation of the subject each year.

## **Assessment**

During each lesson, the learning objective and success criteria (when appropriate) are recorded in the children's books. The children then assess their own progress against the learning objective and success criteria, at the end of the lesson through traffic lighting or through other practical self-assessment tools. The teacher also uses the success criteria to confirm or challenge the child's own assessment of their progress.

Summative assessment of maths takes place three times a year, once each term. The results are used to teacher assess children and these results are entered into our tracking

system. These results are analysed by the class teachers alongside members of the Senior Leadership Team. At the end of Key Stage One and Key Stage Two the children are assessed in mathematics using the Standard Assessment Tasks and Tests.

In addition, teachers teacher assess the children against the statements in the new National Curriculum on Target Tracker. Teachers assess progress against these statements for all children in their class at the end of a thematic unit and when appropriate.

This policy will be subject to review every two years.

Stacy Connolly and Hattie Elwes -  
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