

THE RALEIGH SCHOOL MATHEMATICS POLICY

DATE ADOPTED: October 2017

DATE to be REVIEWED: OCT 2020

Introduction

This document intends to outline the guiding principles by which we will teach Mathematics. Our Scheme of Work, medium term plans and curriculum map provides detailed information about the skills and knowledge that will be taught.

Specific Aims

Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.

We aim for each child to:-

1. have a positive attitude towards mathematics
2. have self-confidence in their ability to deal with mathematics
3. be able to work systematically, co-operatively and with perseverance
4. be able to think logically and independently
5. understand Growth Mindset in a mathematical context
6. experience a sense of achievement regardless of age or ability
7. have a conceptual understanding of the appropriate underlying skills, concepts and knowledge of number, measurement, shape, space and handling data
8. be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school
9. understand and appreciate pattern and relationship in mathematics
10. be able to communicate with peers and adults, ideas, experiences, questions clearly and fluently, using the appropriate mathematical language
11. be able to explore problems using the appropriate strategies, predictions and deductions
12. show resilience, perseverance and enthusiasm to take risks when exploring mathematical problems
13. have equality of opportunity regardless of race, gender, or ability
14. be aware of the uses of mathematics beyond the classroom.

SCHEME OF WORK

The Busy Ant maths scheme and associated resources are used from Year 1 to Year 6, with learning objectives identified on the Raleigh Maths Assessment Tracker and linked to the National Curriculum.

Reception Maths links to EYFS profile.

AMOUNT TAUGHT EACH WEEK

- EYFS – maths area is always a feature of continuous provision with a minimum of 2 maths sessions taught weekly
- KS1 – 1 session per day
- KS2 – 1 hour per day

PLANNING

Plans for each lesson can be found in the short-term maths planning folders for each year group. These plans reflect the differentiated challenges as well as the main teaching input. Each year group will also have a yearly overview, giving a 'high level' overview of the topic covered every week. These plans are saved in the long-term planning folder for each year group.

ASSESSMENT PROCEDURES

Formal assessment and reporting to parents:

- End of unit, formative topic-based tests are available to aid teacher assessment. Individual achievement to be recorded, through use of numeric grading, on the Maths Assessment Tracker weekly or at the end of each topic.
- School data spreadsheet, 'PAM's (Performance Assessment Management) to be completed half termly, based on the data shown on the Assessment Tracker.
- Half-termly meeting with assessment leader to monitor overall and individual progress and ensure moderation of achievement between year groups/sets within year groups.
- Teacher assessed current year achievement reported to parents in annual report. Verbal progress report given at parents meetings in Autumn and Spring.
- Reception – EYFS profile
- Statutory testing at the end of Years 2 and 6.
- Non-statutory testing at the end of Year 1 and Years 3-5.

Informal assessment:

- Children are continuously assessed in Maths through marking dialogue.
- Informal assessment is carried out continuously through observation and class discussion.

Information about the child's achievement is reported to parents in the annual report.

COMPUTING

- The expectation is that computing should be used wherever and whenever it is appropriate to enhance the teaching and learning in Maths through using and adapting the existing resources for Maths.
- Mathletics, a web-based suite of teaching and assessment tools, is used by Years 1-6 regularly, either during school hours or as Maths homework. Children are encouraged to access the site independently at home.
- Busy Ant Maths, Numicon, PurpleMash and Easiteach software to be used whenever appropriate to enhance the children's learning.
- Children should be aware of the use of mathematics in computing.

PUPILS RECORD THEIR WORK IN

- Pupils record their work in way best suited to the task e.g.
 1. Number work – books with square paper of varying sizes appropriate to the age of the children
 2. Topic books
 3. Science books
 4. White boards
 5. i-Pads
 6. On-line via Mathletics
 7. Outside in the playground

HOMEWORK

- KS1 ideas given out each term to enhance learning.
- KS2 – see homework policy for detail but note that times tables are a weekly feature of homework set in KS2.

CLASSROOM RESOURCES

- Resource books
- Busy Ant Maths materials
- Each classroom has a basic set of maths equipment appropriate to the age of the children
- Each classroom has Numicon tiles, base boards and pegs to support the children's developing understanding of number, shape and measurement.
- TA has resources for intervention programs
- i-Pads

CENTRAL RESOURCES

- A range of Maths equipment is to be found in the Maths cupboards

ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

- To lead policy development.
- To write and implement the subject action plan.
- To support colleagues.
- To encourage pupils by believing that every child, with hard work, can be good at Mathematics through promoting a Growth Mindset.
- To monitor progress and improve standards in the teaching and learning of maths.
- To be familiar with current ideas in maths and provide this information to colleagues.
- To audit, maintain and replace the resources.
- To manage and monitor expenditure within the annual budget for maths.

HEALTH AND SAFETY

- Teachers to ensure that Maths equipment to be used in lessons is in good working order prior to use.
- Teachers to demonstrate good practice when using equipment.

ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- To meet the Maths Leader termly to discuss the implementation, monitoring and evaluation of the action plan.
- To visit the school in order to monitor the teaching and learning of reading through lesson observations, pupil conferencing, learning walks and/or meetings with subject leader/s.
- To liaise with the Maths Leader to review the Maths policy every three years.

EXTRA CURRICULAR ACTIVITIES / TRIPS

- Mathematics Club
- Maths as part of the STEAM initiative (2018)

PARENTAL AND COMMUNITY LINKS

- To continue to review the requirement to deliver support workshops to parents.
- To work with ELP on joint projects.
- To share best practice and resources, where appropriate, with other schools within the MAT.