



Edale Rise Primary and Nursery School

Maths Policy

Aims and Objectives

Mathematics teaches children how to make sense of the world through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

At Edale Rise we aim to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion along with independent, theoretical learning
- promote confidence and competence with numbers and the number system
- ensure children are capable of calculating efficiently and with fluency
- develop the ability to solve problems through decision making and reasoning and using both mental and written methods
- develop a practical understanding of the ways in which information is gathered and presented
- explore features of shape and space and develop measuring skills
- understand the importance of maths in everyday life through cross curricular learning opportunities

Teaching and Learning

Our principal aim is to develop children's knowledge, skills and understanding in Maths. We do this by teaching lessons that have whole class, small group and 1:1 teaching. We use a variety of teaching and learning styles. Children have the opportunity to use and access a wide range of resources independently to support their learning.

Children are encouraged to ask as well as answer questions and wherever possible we encourage children to use and apply their learning in everyday situations. We plan specific problem solving and reasoning tasks regularly.

In all classes there are children of different mathematical ability. We recognise this and provide suitable learning opportunities for all children by matching the type and challenge of the task to the ability of the child. Teaching Assistants support targeted children at all levels of ability and through collaboration with the class teacher, ensure that work is matched to the needs of individuals.

Children are expected to assess their own and others' learning and to know how they can improve. They are required to explain how they work through problems and identify areas for development.

Teachers use a range of ICT resources to enhance their Maths teaching and children are given access to ICT to reinforce and consolidate their Mathematical learning.

Early Years Foundation Stage

In the Early Years Foundation Stage we relate the mathematical aspects of children's work to the Mathematics area of learning within the Early Years Foundation Stage Framework. Carpet sessions are structured so that children can quickly revise previous knowledge, are explicitly taught a new skill, have an opportunity to practise this skill with the teacher and then apply the skill independently with a partner. The 'Revise, Teach, Practise, Apply' model gives children plenty of opportunity to apply their learning within the taught session and beyond during focused choosing activities.

Children are assessed using the Early Years Foundation Stage Profile and Tracking and Transition statements each term. They are assessed rigorously using a range of observation and assessment methods such as 2Build A Profile software, post it notes, focused AFL trackers to record children's responses to practical activities as well as written work recorded in their Maths books. We have a strong emphasis on the understanding of number to support calculation and problem solving through fostering children's mathematical talk. Children are provided with many opportunities to develop and apply their understanding of number, measurement, pattern, shape and space, through a variety of planned activities that allow them to enjoy, explore, practice and talk confidently about mathematics.

Key Stage 1 and 2

Planning

The Primary Curriculum 2014 document is the starting point for all our planning. Teachers use the White Rose Medium Term Planning Document to plan work relating to objectives, which support children in achieving end-of-year expectations in Number and Calculation, Fractions, Geometry and Measures. The children are also taught Ratio and Proportion and Statistics in Upper KS2. The children are taught 'non-negotiables' in each year group to secure objectives which are required for the children to progress further. The amount of time allocated to each area of maths should be flexible; reflecting learning needs of individual classes. Maths is planned weekly and the sequence of lessons adapted by class teachers as a result of on-going assessment for learning. Arithmetic tests are planned in weekly, as are times tables tests, to improve rapid recall of number facts. In addition to the daily maths lesson, each class has a daily 15minute Mathics (KS1) or arithmetic (KS2) session to focus on fluency in number.

Teaching and Learning is monitored by Phase leaders and the Maths Subject Leader termly to ensure a breadth of coverage and consistency of approach. Individual and generic feedback is given and where appropriate, support and guidance provided.

Assessment and Recording

All children in Key Stage 1 and 2 are assessed using the 'non-negotiables' for each year group. Judgements about the stage of achievement of each objective is made and added to the programme of study tracker document. Teachers and support staff collect evidence throughout the year to support judgements by using evidence in books and test scores. The children's individual assessment tracker records are completed half-termly. Children's assessment records are monitored at the end of each term in Key Stage teams as well as throughout the year with other schools within the Local Authority and Transform Trust. Baseline and end of year external tests are also used to validate teacher assessments.

Targets are set for children at the beginning of each academic year and these are monitored half termly by the Head Teacher and Class Teacher at pupil progress meetings and by the Inclusion Lead at Class Conferences. Children are targeted accordingly and may be given small group intervention work with a Teacher or TA if necessary. Teachers are expected to provide opportunities for all learners to make good progress within lessons.

We make long term assessments of progress towards school targets towards the end of the school year based on SATS results and teacher assessment. DAISI/Perspectives and RAISEOnline results (received in the Autumn term) provide a more detailed analysis and show progress against national targets. They are discussed in our Annual Performance Review and this information is used to set the following year's target and provide a focus for improvement. We also use this information to set whole school targets.

Resources

There is a range of resources to support the teaching of maths across the school. All classrooms have a range of appropriate small apparatus and there is a large communal bank of resources in the main corridor. A range of software is available to support work with computers.

Resources are audited each year by the Maths coordinator and updated accordingly.

The Subject Leader:

It is the role of the co-ordinator to:

- Oversee subject planning in the curriculum framework throughout the school at all levels
- Ensure that all children are being challenged and supported in their subject area
- Ensure appropriate coverage of the curriculum area at both Key Stages and in all classes
- Keep the Governing Body informed of developments in the subject

- Evaluate the quality of learning, teaching and assessment in the subject via monitoring of planning, observation of lessons and work analysis
- Work alongside the Assessment Leader to oversee the application and evaluation of Assessment stages in Key stage 1 and 2 and EYFSP in the Foundation Stage
- Where applicable, analyse test results, identify trends and areas for development and set targets for improvement
- Identify opportunities for cross-curricular activities and creative activities within the subject
- Complete an annual review of the subject, stating strengths and areas for development
- Audit resources and purchase necessary materials
- Inform colleagues of any relevant changes in the subject via staff meetings and/or INSET
- Keep a Subject Leader's file, according to agreed procedures

The Head Teacher:

It is the role of the Head Teacher to:

- Work with the Subject Leader to develop the subject;
- Keep the Governing Body informed of developments in the subject;
- Facilitate training for staff or individuals;
- With the Subject Leader, monitor the subject to assess the quality of learning and teaching in school;
- With the Subject Leader, identify areas for development and incorporate them into the School Development Plan.

The Governing Body's Appointed Governor:

The Link Governor for Maths is Carole Ponberth. It is her role to:

- Liaise with the Subject Leader to maintain an overview of the provision and standards throughout the school in this subject
- Report to the Governing Body

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in maths is the responsibility of the Maths Subject Leader and the Senior Leadership Team. Work sampling is carried out termly with all staff and feedback is given by the Maths Subject Leader who also monitors Teaching and Learning termly and feeds back to the Leadership Team. The work of the Maths Subject Leader also involves supporting colleagues in the teaching of Maths, being informed about current development in the subject and providing a strategic lead and direction for the subject in the school.

Date of next review: Autumn 2017