

St John the Baptist School Mathematics Policy

MISSION STATEMENT

St. John the Baptist Catholic Primary School is rooted in the local Catholic community with which it shares beliefs and values.

Christ is the way, the truth and the life.

Our school is a welcoming Christ-centred community, committed to the development of faith and worship.

Our mission is to provide a loving and stimulating environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

Our children will be encouraged to develop an awareness and respect of others as well as themselves, as we all journey through life with Christ.

Rationale

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is important in everyday life and many forms of employment.

(NC Pos 2000)

We believe therefore that mathematics is a creative discipline, which can stimulate moments of pleasure and wonder in all our pupils.

General Aims

- To raise standards in mathematics using the Primary National Strategy for Mathematics
- To develop skills which enable all our children to use and apply numbers, measures, shape and space and data handling with competence and confidence in a range of contexts
- To develop children's skills in mental calculations by ensuring they have a repertoire of known facts and strategies to draw upon, including the instant recall of all the times tables

In accordance with our School Mission statement our mathematics curriculum aims to

- develop in all our children an ability to work together and value everyone, striving for what is best, and with God's help achieve the highest expectations and standards
- encourage all our children to enjoy mathematics and see its relevance in real life
- help children understand what is expected of them on a day-to-day basis

To achieve our aims

The headteacher will:

- Set high expectations and monitor teaching and progress

- Encourage a whole school approach, keeping parents, governors and support staff well informed
- Support the co-ordinators and individual teachers
- Regularly review the mathematics action plan.

Academy Councillors will:

- Be well informed through the leadership of the head teacher and mathematics co-ordinator.
- Support the staff in implementing the school's policy for mathematics
- Monitor and review progress on the Mathematics Action Plan.

The co-ordinator will:

- co-ordinate the teaching of mathematics throughout the school
- monitor the teaching and learning of mathematics in line with the school monitoring policy
- monitor the continuity and progression throughout the school of standards
- Carry out regular analysis of assessment results in order to inform planning and teaching at a whole school level
- provide support for colleagues
- manage a yearly budget, being responsible for ordering materials and resources needed to teach the full range of; Early Learning Goals/POS for mathematics for both the Foundation Stage and Key Stages 1 & 2
- co-ordinate resources
- attend pyramid co-ordinators' meetings
- extend own knowledge through INSET
- pass on useful information to colleagues regarding strategy and recent updates and training
- lead staff meetings and staff discussions and training and formulate a policy and schemes of work
- hold and produce mathematics information evenings and documents to support parents working at home with their children in mathematics.
- lead and update all processes for assessment, ie APP
- lead and update all staff on intervention strategy materials for SEN and G&T pupils
- lead the Times Table Award Scheme throughout school
- annually interview pupils for their feelings and opinions on mathematics to ensure their thoughts and opinions for improving the subject are considered

Teachers will:

- plan and implement a daily maths lesson sharing clear learning objectives with all the children, and making the success criteria clear to the children through steps to success.
- Use interactive whiteboards, the ICT suite and laptops where appropriate
- use a range of teaching styles to incorporate
 - direct teaching
 - a high proportion of whole class/mental sessions
 - group, paired and individual work
- use the framework of objectives to aid planning using
 - the yearly objectives for the year group taught, differentiated as appropriate as appropriate. (see Appendix 1 for use of informal and formal calculation strategies).

- the agreed planning grids for medium term plans as devised recently in our whole school creative skills based curriculum
- the key objectives for the individual assessment of each child (which will be passed up to the next teacher at the end of each academic year)
- the supplement of examples for short term planning and assessment
- mark work within mathematics in line with the revised whole school marking policy
- use a range of intervention resources and strategies to effectively cater for the needs of all SEN and G&T pupils
- use practical mathematics and problem solving as regularly as possible
- encourage children to achieve their 'Times Table Awards'
- give homework in line with the school policy

In the daily mathematics lesson at Key Stages 1 & 2 teachers will:

- set high expectations
- share clear learning objectives with the children (WALT)
- share success criteria with the children
- share mathematical vocabulary with children
- provide daily practice of mental skills including counting, rapid recall and calculation strategies
- maintain good pace and use effective questioning
- use accurate mathematical vocabulary
- engage children in challenging differentiated activities using a range of resources, including the use of ICT
- mark work and give feedback to children in line with school marking policy
- use a range of teacher resources
- inform and make appropriate use of support staff.

Use of ICT

Teachers will be encouraged to use the ICT suite and laptops within Mathematics lessons to further the children's learning, when appropriate.

Resources

A variety of resources are available to develop continuity and progression through the Key Stages.

In each classroom there is;

- An interactive white board with various Mathematical software
- a range of Mathematical equipment relevant to that year group

Equal Opportunities

We believe that all pupils at St John's have the right to equal opportunities in mathematics regardless of gender, race, cultural background or intellectual ability.

It is also the intention of St John the Baptist School that contributions to mathematics from different cultures, are reflected in teaching and learning. The children are helped to realise the international nature of mathematics and understand the role that it plays in other cultures.

Special Needs

As stated in our Special Needs policy we believe that all children at St John's are entitled to a broad and balanced curriculum. Children with a statement under the 1981 Education Act can be exempt from the requirements of the National Curriculum or receive an Individual Educational Programme.

Materials may be selected from earlier or later Key Stages to enable individual pupils to progress and demonstrate achievements. Such material should be presented in contexts suitable to the pupil's age.

The provision for pupils with special needs is the responsibility of the class teacher with the support of the Special Needs Co-ordinator, Support Assistants and outside agencies as appropriate.

Assessment and Record Keeping

Assessment and Record Keeping takes place in accordance with school policy

- Each half term teachers will complete an overview of the key objectives for each individual child to ascertain progress and inform planning. This will be passed on to the next teacher at the end of the year
- Each term teachers will complete group APP record grids
- Other assessments include
 - *Foundation Stage Profile
 - * Year 1 assessment based on Test Base activities
 - *SATS for years 2 and 6
 - *Optional SATS for years, 3, 4, and 5 used through out the year. Refer to assessment timetable
- Where appropriate use Maths Mini SATs and Rising Stars assessments as an aid to establish link to teacher assessment
- Data from Optional SATs and other assessment inputted into Colouring By Numbers and Pupil Achievement Tracker and analysed to find areas of strength and development.
- Assessment should be used to inform future planning in order to improve the quality of pupils' experience and contribute to the raising of standards.

Reporting To Parents

Staff report verbally to parents in the Autumn and Spring terms and a written report, which details mathematics as a separate subject, will be sent out annually towards the end of the Summer term.

Staff are always willing to discuss with parents (at mutually convenient times) any matters arising from the teaching of mathematics at St John the Baptist School.

Review

This policy is a working document, which will be reviewed and evaluated periodically to ensure our objectives are being met.

Sarah Roose Maths Co-ordinator

Reviewed and updated September 2013

Discussed by staff September 2013

Adopted by the Academy Council September 2013

Next Review Date September 2014