

# *Blacko Primary School*

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MATHEMATICS POLICY

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COORDINATOR: Mrs Richards

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POLICY

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## Blacko Primary School Mathematics Policy

### 1 Aims and objectives

#### Our Mission Statement

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

#### Introduction

Mathematics teaches us how to make sense of the world around us 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. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of mathematics. The Mathematics curriculum should be bold, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all pupils, thus encouraging success at all levels.

Blacko Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting an effective partnership with parents and the wider community.

### The aims of mathematics are:

#### General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Mathematics at Blacko Primary School and that these are consistently applied.

#### School Staff

- To promote a confident, positive attitude towards the learning and use of Mathematics making it an enjoyable experience, interesting and attractive subject in its own right;
- To promote confidence and competence with numbers and the number system;
- To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science;
- To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language;
- To promote a practical understanding of the ways in which information is gathered, presented and used;
- To promote the exploration of features of shape and space and develop measuring skills in a range of contexts; and
- To understand the importance of Mathematics in everyday use, especially in relation to essential life skills, such as telling the time and understanding money.
- Offer equality of access and opportunity to all pupils;
- To incorporate Information technology as a tool for learning and development;
- To be aware of the needs of each individual child, to monitor, mark and assess their work and offer guidance for further development.

#### Children

- To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;
- To develop confidence and competence with numbers and the number system;
- To develop the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science;
- To develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using mathematical language;
- 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;
- To understand the importance of Mathematics in everyday life, especially in relation to essential life skills such as telling the time and handling money; and
- To foster positive attitudes towards Mathematics by developing pupils confidence, independence, persistence and co-operation skills.

## Mathematics Policy

### Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Mathematics.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with Mathematics homework activities (please refer to Homework Policy) including the importance of learning their number bonds and times tables off by heart.
- To praise their children for the good things that they do in Mathematics.
- To communicate and work with School whenever further support is needed to develop their children's mathematical skills and understanding.

### Governors

- To appoint a designated link governor who will:
  - a) Meet with the Mathematics Subject Leader at least once a year to find out about;
    - ❖ the school's systems for planning work, supporting staff and monitoring progress;
    - ❖ the allocation, use and adequacy of resources; and
    - ❖ how the standards of achievement are changing over time.
  - b) Visit School and talk to pupils about their experiences of Mathematics;
  - c) Promote and support the positive involvement of parents in Mathematics;
  - d) Attend training and other events relating to the Mathematics curriculum;
  - e) Report jointly with the Subject Leader, both for the School Prospectus and to the governing body with recommendations, if appropriate, once a year.
- To be understanding and supportive of our aims in the learning and teaching of Mathematics and to review this policy annually.

## 2 Teaching and learning style

At Blacko Primary School, we are aware that every child learns and develops their skills differently. With this in mind, our school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a good balance of whole-class, paired, individual and group-direct teaching.

In the Early Years Foundation Stage and Key Stage 1 mathematics is taught using both practical and written examples, to create real life, contextual situations to which children can relate their learning to. During these lessons we encourage children to ask as well as answer mathematical open-ended questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Wherever possible, we encourage the children to use and apply their learning in everyday situations within word problems and mathematical reasoning.

In Key Stage 2 the learning is still supported by practical experiences where appropriate. Planning and learning activities are again adapted in order to create real life, contextual situations to which children can relate their learning to. During lessons we encourage children to ask as well as answer mathematical open-ended questions. Children have the opportunity to develop a wider range of mental and written strategies and skills to help them process and complete different challenges they are faced with. Wherever possible, we encourage the children to use and apply their learning in everyday situations within word problems and mathematical reasoning.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of each individual child. We achieve this through a range of strategies – For example, in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on open-ended problems or games. We use classroom assistants to support/challenge some children and to ensure that work is matched to the needs of individuals. Where appropriate we draw our skills from children's individual level or ability to ensure their work is matched and challenged effectively.

The use of ICT is an integral part of mathematics teaching and learning. The teaching of mathematics is supported by the ICT software that accompanies the New National Curriculum 2014. This provides tools for assessment, planning and Maths Policy for teaching and learning. Staff make use of online resources, software and hardware to enhance their teaching and learning. A wide range of ICT software is available for pupils to use to reinforce concepts, to provide investigational activities and to demonstrate new concepts. Some of these programs are: Active Learn Primary - Abacus, Numbershark, Can Do Problem Solving and various online resources. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods.

Teaching Assistants are seen as another adult within the classroom and support learning in Mathematics by:

- giving focused support to individuals and small groups
- delivering targeted intervention programmes
- supporting differentiation within the classroom
- preparing and managing resources
- supporting the class teacher with ongoing assessment

## **2.2 Maths Master Class**

At Blacko Primary School we run a half termly Math's Master Class to enable children to extend, develop and enhance their mathematical knowledge, skills and understanding. This is now embedded throughout the school and runs once every half term to assist teacher's assessments and development of children's skills.

The children are split into five groups which are streamed across the school, these groups are; Einstein, Pythagoras, Newton, Hawking and Archimedes. Each group must work systematically together to solve various differentiated problems within a set time scale.

At Blacko Primary School we find this process very beneficial in supporting the development of children's understanding and processing of different word problems. They are given opportunities to discuss, collaborate and develop together as a team. This process encourages team work as points can be deducted for lack of sportsmanship.

End scores work together on a whole school board towards a prize award at the end of each school year. This teaching allows children the opportunity to work in mixed ability settings, develop all areas of their mathematical skills and be confident in trying out new approaches. Teachers can use this activity as an effective tool for assessments and to inform future learning and development opportunities.

## **2.3 KS1 SATs Booster Class**

The SATs Booster Class provides opportunity for a focused and direct opportunity for children in Year 2 to obtain more detailed understanding of key objectives in preparation for their end of Key Stage assessments. The sessions are devised as an after school club open to all children within Year 2 providing a fun, inspiring and interactive approach to ensure confident and complete understanding. Any areas of concern are covered and broken down into digestible pieces of information to help children progress and achieve to their full potential.

## **2.4 KS2 Maths Booster Class**

The Maths Booster Class provides opportunity for a focused and direct opportunity for children in Year 6 to obtain more detailed understanding of key objectives. The sessions are devised as an after school club open to all children within Year 6 providing a fun, inspiring and interactive approach to ensure confident and complete understanding. Any areas of concern are covered and broken down into digestible pieces of information to help children progress and achieve to their full potential.

### 3 Mathematics Curriculum

Mathematics is taught throughout school in daily mathematics sessions.

The New National Curriculum 2014 contains the programmes of study and attainment targets for all subjects, at all key stages.

- At Blacko Primary School we teach children in line with the New National Curriculum 2014 and follow Active Learn Abacus as our whole school programme of study.
- This programme of study outlines the mathematics skill coverage for each year group.
- As a generic outline, teachers then adapt this to suit the needs of the pupils in their class.
- Teachers use Lancashire KLIPs to ensure balances skill coverage and progression.

#### Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

#### Aims

The national curriculum for mathematics aims to ensure that all pupils:

- ♣ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ♣ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ♣ can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

#### Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

## 4 Mathematics Planning

We carry out the curriculum planning in mathematics in three phases:

- long-term,
- medium-term and
- short-term.

As a school we have adopted the whole school programme of Active Learn - Abacus which provided the basis for our skill coverage and planning. This gives a detailed outline of what we teach in the long term in line with the New National Curriculum 2014 for Mathematics.

Our medium-term mathematics plans, which are adopted from the Abacus Scheme of Work, give details of the main teaching objectives for each term, define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are reviewed by the subject leader.

Weekly plans are then devised and adapted from the long and medium term plans and these again follow the progression of our whole school Abacus scheme of work. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught, including differentiation, ICT activities and opportunities for assessment. The class teacher keeps these individual plans and also displays a copy in their classroom. Team teaching offers an opportunity for the class teacher and subject leader often discuss them on an informal basis.

The class teacher completes the three phases of planning for the teaching of mathematics within their class.

Whilst at Blacko, we use the Abacus Scheme of Work for mathematics planning to ensure broad and balanced coverage of skills, we are also aware and proactive in our understanding that these plans do not fit every class and every child. As a result of this we use our daily and half termly assessments of children, observations, monitoring of children's work in class to inform our planning also. We adapt, annotate and modify our plans to suit the needs of our classes and individual children's needs as required.

## 5 The Early Years Foundation Stage

At Blacko Primary School we teach daily sessions of mathematics in our reception class.

As the class is part of the Early Years Foundation Stage, we relate the mathematical contexts 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. Planning follows the same format as the rest of the school with the addition of continuous provision planning and enhancements.

Our sessions comply with whole class teaching and focused, adult led activities to help develop children mathematical skills and understanding. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied, challenging, inspiring and motivating activities that allow them to enjoy, explore, practise, talk and progress confidently through mathematics.

In addition to this, mathematical skills are further enhanced and developed through a child-centred approach to continuous provision. Children are observed and supported in their access to the continuous provision areas. Next steps are purposely set and challenge children's thinking and development at their own individual level. Enhancements are added to the areas based upon children's individual next steps and personal interests.

For further information about continuous provision, please see our EYFS policy.

## 6 Contribution of mathematics to teaching in other curriculum areas

The skills which children develop in Mathematics are linked, and applied in every subject of our curriculum some are detailed below;

### English

Mathematics contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions and often work in groups therefore enhancing their speaking and listening skills. Younger children enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

### Science

Science lessons at Blacko Primary school offer many enriched opportunities for children to explore and develop their mathematical skills from measuring and recording of data to understanding of numbers and their values. For example, we encourage children to think and work independently from the class teacher to record data such as weight measurements. This would provide the opportunity for children to explore different methods of obtaining data about weight whilst thinking about the process of recording their data in tables and charts.

### Topic / Project

Through child initiated and topic based approaches to our teaching children have ample opportunity to develop their knowledge and understanding of mathematical skills. For Example, in Class 4 during their topic of the Pendle Witches children have explored means of collecting, interpreting and displaying data through varied and differentiated problem solving and reasoning. The children have the opportunity to work both independently and in groups to systematically work through problems related to the topic they have been studying.

## Spiritual, Moral, Social and Cultural Development

In Maths lessons pupils are encouraged to delve deeply into their understanding of Mathematics and how it relates to the world around them. Our Maths teaching actively encourages risk taking which enables pupils to explore and try new ideas without the fear of failure. This is fundamental to building pupils' self-esteem within Mathematics. Throughout history, the study of Mathematics stems from intrigue and curiosity, with people's desire to pose and solve problems relating to the real world or purely within mathematics itself. We aim for our students to appreciate this and use their own Maths to explore and question the way the world works and also to apply their reasoning to puzzles for their personal satisfaction.

### Spiritual

- Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our pupils.
- We are sensitive to children's individual needs and backgrounds and experience.
- We aim to give all children an appreciation of the richness and power of maths.
- We promote a sense of wonder in the exactness of mathematics in complex numbers and real world examples.
- We encourage the children to appreciate the enormity of the world of Mathematics as it has developed through time.

### Moral

- Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving.
- We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.
- We explore and evaluate the use of Statistics in real life situations.
- We organise project work of on cross-curricular finance projects for Year 6 children in the summer term to help children use their maths to understand risk and real life economics.

### Social

- In classrooms, we look for opportunities for pupils to promote self-esteem and build self-confidence.
- We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.
- We help pupils develop their mathematical voice, reasoning and explanation by offering explanations to each other.
- We exhibit pupils work in maths classrooms - to share their good practice and celebrate achievement through creating informative displays.
- We participate half termly Maths Master Classes to allow children to work together in teams on problem solving challenges.

### Cultural

- We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: eg Egyptian, Indian, Islamic, Greek and Russian roots.
- We look to make explicit reference to Mathematicians contribution to progression of the subject as we teach topics throughout our Schemes of Work.

## **7 Teaching mathematics to children with special educational needs**

At our school all children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their mathematical learning and understanding. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may require individualised support to assist them in getting back on track. Our assessment process looks at a range of factors – classroom organisation, quality first teaching, teaching style, differentiation, intervention strategies – so that we can take some additional or alternative action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children who are identified on the Special Educational Needs register are provided one to one or small group support and intervention wherever possible to help ensure that their individual needs and requirements are being met, this intervention works closely alongside the class teacher to guarantee an inclusive approach whereby they are still receiving learning and covering all of their key objectives. Intervention through school will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, 'SMART' and specific targets relating to mathematics.

Any child with an Education, Health and Care (EHC) Plan will receive support tailored to their individual needs as outlined in their all About Me Profile and EHC Plan.

For more information please see our school's SEND Policy, SEND Local Offer and SEND Information Report.

### **6.2 Able, Gifted and Talented**

Children who are working well above the overall level of the class will be given a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. This may be done by providing more demanding questions and investigations, often with a more open-ended approach. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

For more information please see our Able, Gifted and Talented Policy

## 8 Assessment and Recording

We assess children's work in mathematics from two aspects - Summative Assessments - long-term and Formative Assessments - short-term and medium-term.

We undertake short-term assessments, which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We carry out ongoing and detailed Short term assessments through a range of strategies to ensure we can provide a holistic picture of individual children's progress and achievements against the Key Objectives. These methods include the use of Assessment for Learning (AfL), photos, questioning, observations of children's learning and detailed marking, providing constructive feedback for children along with the next steps (targets) to take them forward in their mathematical education.

We undertake medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We carry out assessments within the classroom environment similar to those detailed above and collate this information alongside assessment tests to generate a holistic view of children's abilities and next steps for development. Once completed we gather whole class data to help teachers identify individual strengths and areas for support alongside whole class trends of strength and areas for development. We use a whole class record of the key objectives as the recording format for this. This again then informs future planning and learning opportunities within each class. Regular feedback is provided to children within class and targets are frequently reviewed and set to ensure thorough understanding and progression. Parents are often informed about their child's achievements through informal meetings, arranged at the parent's or teacher's requests, parents evening and letters are sent home each term stating their current situation within mathematics.

Long-term assessments take place towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year.

We carry out long-term assessments with the help of end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6, plus the optional national tests for children at the end of Years 3, 4 and 5. We also conduct annual assessments of children's progress measured against the level descriptions of the National Curriculum and Key Learning Indicators of Performance (Lancashire's KLIPs). We also use PIPs Baseline in Reception, in order to assist with tracking predictions and provisions for learning and development.

At Blacko Primary School we have confidently and efficiently embedded daily teacher assessments as a integrated assessment tool throughout all year groups to record and report children's levels within Mathematics. This is a continual process throughout the school year and provides an individualised and holistic view of children's achievements and progress through their targets and objectives. We track each child on their own individual tracking sheets which incorporate Lancashire's KLIPs (Key Learning Indicators of Performance) to demonstrate their development which is supported by our use of whole class objective tracking grids.

### Foundation Stage

Within the Early Years Foundation Stage, each child has their own Pupil Profile as a means of collecting and recording evidence of independent learning and development. This profile is used to record their individual progress through the Early Learning Goals and details of their achievements on individual tracking sheets. Whole class data is collated and analysed to identify focus areas and set aspirational targets for the term ahead. This process helps to inform next steps for children's development and teacher's planning.

The mathematics subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in mathematics in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the DfE. We also hold cluster meetings between the small schools network to moderate and agree judgements on children's progress.

## 9 Reporting to Parents

Parents are often informed about their child's achievements through informal meetings, arranged at the parent's or teacher's requests. We hold two parents' evenings each year and parents are welcomed to make further appointments to discuss their child's progress with their class teacher at any time. Letters are sent home each term stating their current academic situation within mathematics and we foster an open-door policy at Blacko where parents are always welcome to come in to school to chat and discuss issues and progress with their child's class teacher. Each parent receives an annual report in the summer term which highlights their child's current level and an outline of their progress over the year.

In Key stage 1 we send out weekly newsletters which inform parents of their child's main skills covered within maths that week. We also circulate 'hot topics' on the newsletter which provide advice and support for parents with mathematical issues at home.

At Blacko Primary School we have developed a Calculations Policy to help inform both parents and teachers of our progression through teaching calculations at Blacko Primary School. We introduced the teaching of column strategies to the end of Year 1 and 2, or as children are ready, to help aid understanding and provide smooth transitions from Year 2 to Year 3.

Each year, in the summer term, we provide a Parents Skills Meeting to outline, explain and discuss how we teach Mathematics at Blacko Primary School. Areas of concern are sought beforehand to ensure we are fully prepared to discuss and encourage parents in their knowledge and understanding of what is taught and expected of their child through each stage of their Mathematical education.

## 10 Homework

Mathematics homework is set for children in Years R-6 each week.

Homework provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Homework activities are varied, interesting and fun so that the children are motivated; the tasks often compliment the area of Mathematics being taught in class either that week or the previous week.

Children can attend Homework Clubs in KS1 and KS2 to complete their Mathematics homework or attend Mathletics clubs after school.

## 11 Resources

There are a range of resources to support the teaching of mathematics across the school. All classrooms have a number line and a wide range of appropriate small apparatus. Each class has it's own substantive bank of resources tailored to support the needs and ability of children within their class. Further resources and larger scale resources are stored in the school library area. Any additional resources are purchased as required through a discussion process between the Mathematics subject lead and class teachers. A range of software is available to support work with the computers and interactive whiteboards.

See attached resource audit for further details.

## 12 Monitoring and review

Monitoring of the standards of children’s work and of the quality of teaching in mathematics is the responsibility of the mathematics subject leader and the mathematics governor, in co-ordination with the Head Teacher.

The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The mathematics subject leader gives the headteacher an annual summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The headteacher allocates regular management time to the mathematics subject leader so that s/he can review samples of children’s work and undertake lesson observations of mathematics teaching across the school.

A named member of the school’s governing body is briefed to oversee the teaching of numeracy. This governor (Mrs C Hutchinson), meets regularly with the subject leader to review progress and report back to the full governing body. Our Numeracy governor can be contacted through the school.

Signed Subject Lead: .....

Name: Kate Richards

Signed Headteacher: .....

Name: Mark Harrison

Signed Governors: .....

Name: .....

Date: September 2016