BYRON COURT PRIMARY SCHOOL
MATHEMATICS POLICY

1.0 INTRODUCTION

1.1 The Mathematics Policy is part of the School Development Plan.

1.2 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.

1.3 It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment.

1.4 A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

2.0 AIMS

2.1 We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

2..2 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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.

• 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.

2.3 Children deserve

• To be set appropriate learning challenges.

• To be taught well and be given the opportunity to learn in ways that maximise the chances of success.

• To have enthusiastic and knowledgeable adults working with them to tackle the specific barriers to progress they face.

• To develop a curiosity and love for Mathematics in all of its forms.

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3.0 TEACHING AND LEARNING

3.1 The approach to the teaching of mathematics within the school is based on:-

• A mathematics lesson every day.

• A clear focus on direct, instructional teaching and interactive oral work with both the whole class and smaller ability groups.

3.2 The curriculum is delivered by class teachers.

3.3 In keeping with the principles of teaching for Mastery, children work on the same material and move on together. Challenge can be achieved with the use of activities, which will deepen the children's understanding. Differentiation is achieved by support given to children by the class teacher and TA. Children will not attempt work from a higher year group – instead, the teacher will provide activities to enable the children to achieve understanding with greater depth. Children are not streamed by ability, apart from in Years 5 and 6, where the Higher Attaining children are taught separately from Monday until Thursday.

3.4 Planning is based upon the new National Curriculum (2014) through the Rising Stars medium term planning document. These medium term plans should subsequently inform weekly planning.

3.5 Class teachers are responsible for the relevant provision of their own classes or groups and develop weekly plans which give details of learning objectives and appropriate activities. Although planned in advance they are adjusted (and informed by lesson evaluations) to better suit the arising needs of a class or group and individual pupils.

3.6 Teachers need to plan their lessons carefully, focusing on procedural and conceptual variation. Children need to experience standard and non-standard examples, related to the unit of study.

4.0 CALCULATION POLICY

4.1 The Calculation Policy (Appendix One) has been revised and has been informed by the 2014 National Curriculum.

5.0 ASSESSMENT

5.1 Formative assessment carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning.

5.2 Children in the Foundation Stage are assessed in accordance with the EYFS curriculum. In the Foundation Stage individual profiles are updated termly.

5.3 Assessing Pupil Progress (APP) is used in Mathematics to.

• Increase confidence and accuracy of assessment

• Improve understanding of National Curriculum expectations

• Improve the quality of teaching

• Produce a wider range of evidence across a breadth of the curriculum

• Through moderating establish consistency of judgement

• Develop in school standardisation

The process involves the use of Target Tracker to record assessment of children's progress. Target Tracker should also be used to identify gaps in learning which the teacher will remedy.

This process provides a clear record of achievements. In addition, it will identify gaps in learning, which will then inform future planning to support the further development and learning potential of the children within those specific ability groups.

5.4 In the summer term formal assessments are carried out at the end of Key Stage 1/ Key Stage 2 in line with statutory requirements. Children in years 3, 4 and 5 complete non-statutory tests.

5.5 All the above records of assessment form the basis for future planning and progress reporting to the next teacher and parents.

5.6 Reporting procedures of statutory testing are in line with DFEE regulations.

6.0 MONITORING

6.1 The Maths Faculty Leader and Senior Leadership team monitor regularly through:

- Looking for patterns in test results and addressing areas for teaching
- Collecting termly teacher assessments on each child
- Viewing samples of pupil's work
- Reviewing weekly plans and RAG evaluations
- Updating materials and resources
- Ensuring teachers' knowledge is up to date through INSET and informal advice

7.0 MARKING AND PRESENTATION

7.1 Teachers are expected to adhere to the presentation policy when guiding children as to how to present their work.

7.2 Children's work will be marked before the next Mathematics lesson is taught.

7.3 A marking scheme has been developed (see Appendix 2) and will be used in Years 1-6 to inform children of their progress and allow them time to respond to the marking.

7.4 Exercise Books

Exercise Books:

- Reception: Plain Blue
- Year 1: 10mm square (Blue)
- Year 2: 10mm square (Blue)
- Year 3-6: 7mm square (Blue)

8.0 EQUAL OPPORTUNITIES

8.1 All children cover the content made statutory by the programme of study within the National Curriculum.

8.2 Children are expected to succeed and are provided with appropriate opportunities to fulfil this. They are given opportunities to become independent learners and to improve their self-esteem.

8.3 Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

8.4 The Learning process is broken down into manageable steps.

8.5 Children are aware of their own successes and progress.

8.6 Suitable resources, learning environment, support will be available to enable children to access the learning required.

9.0 REVIEW

15.1 Date of policy: May 2015

15.2 Date of review: Summer Term 2018