



Maths Policy

As well as being a core subject of the curriculum, Mathematics plays a vital role in all areas of life. Hebden Royd aims to give all pupils the opportunity to acquire a wide range of mathematical skills and understanding of concepts. We recognise that mathematics is very much a cross-curricular subject, from time-lines in History to composing result tables and graphs in Science. We aim to promote this richness of the subject and develop pupils who are numerate and able to solve problems in a wide range of situations.

Objectives

- To develop and maintain children's interest, curiosity and enjoyment of mathematics
- To develop children's fluency on the fundamentals of maths and in the understanding of mathematical concepts and language
- To enable children to recognise patterns in problems and relate them to the real world
- To enable pupils to reason mathematically by following lines of enquiry
- To help children achieve their potential and experience a sense of achievement through mathematics
- To cover work as set out by the National Curriculum 2014 using age/ability appropriate resources

Guidelines for Teaching and Learning

Foundation Stage will allocate time for teaching maths towards the Early Learning Goals. Approximately fifty minutes per day at Key Stage 1 and one hour per day at Key Stage 2 will be allocated to maths. Lessons will be planned to suit the needs of the learners, e.g. using several mini-plenaries if appropriate.

Our school has adopted the White Rose Maths planning and teaching methods. We have ensured that staff are fully appraised of the requirements of the plan through training sessions run both in house and by external providers.

We have successfully taken part in Teacher Research Groups from West Yorkshire Maths Hub across Key Stages.

Planning ensures that Concrete, Pictorial and Abstract lessons are provided for the children.

Mathematical vocabulary should be displayed for each topic area and clearly explained to the children. Teachers should ensure that they use the full range of vocabulary as is appropriate to their year group.

Teachers should ensure a variety of experiences and activities within the context of mathematics, including practical work, observation, talking and listening, discussion, investigative work and problem solving.

Each classroom has a selection of basic mathematical resources applicable to the year group.

More specific resources can be located in the maths resource area. It is the class teacher's duty to ensure that the resources are looked after properly and returned to the appropriate place. It is the maths manager's duty to ensure that the resources are audited and added to when necessary.

Planning

Teachers must ensure they plan from the guidance from White Rose Maths.

Teachers should use the most appropriate resources to deliver their lessons.

A range of approaches should be planned to offer opportunities for individual, group and whole class work.

Differentiation

Keeping the Year group together is a key part of White Rose Maths planning. However as applicable differentiation must be a part of the planning to accommodate all levels of learning within the class. I.E.P.s

should be referred to when appropriate and work adapted to accommodate their needs. Teaching Assistants should be suitably directed as appropriate, when available. ~Interventions should happen as soon as possible after the lesson to allow the child to keep up with peers.

Teachers should take note of children who are gifted in the subject and ensure that they have opportunities to work at "Greater Depth" and be planned for accordingly. Tasks should be provided to challenge such pupils.

Assessment

At the end of each half term teacher assessment is recorded on Target Tracker. Assessment tasks can be used to make summative judgements of each child's learning in particular areas as required. From these levels the maths manager and teacher will assess children with specific mathematical needs and scrutinise the papers to find areas of weakness in mathematical learning and teaching to inform targets for the pupils over the next academic year. All results will be collated for tracking of pupils' development and progress.

In the summer term Year 2 will use the end of KS1 SATs and end of KS2 SATs for Year 6.

Reporting Progress

Parents have the opportunity for termly reports on children's progress. Parents' Evenings are held in Autumn and Spring terms for verbal reports and a written report plus opportunity to discuss this in the Summer term. I.E.P. review meetings with parents and guardians provide another opportunity to discuss progression and needs.

Monitoring and Evaluation

The maths manager will monitor progress in mathematics on a termly basis through the tracking system. In addition to this, work scrutinies, planning checks and observations will take place throughout the year

Impact

The impact of our maths teaching will be that children make expected or better than expected progress in mathematics unless there is some underlying condition preventing this.

Reviewed annually