

Christ Church C of E Mathematics Policy

1. *Vision, Aims & Values*

This policy is aligned to our Vision, Aims and Values at Christ Church Primary School
www.christchurch.sandwell.sch.uk

This policy complies with the Teachers' Standards

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well structured lessons;
5. Adapt teaching to respond to the strengths and needs of all pupils;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment;
8. Fulfill wider professional responsibilities.

2. *Aims of Mathematics*

The school aims to:

- Provide a relevant, challenging and enjoyable mathematics curriculum for all children;
- Meet the requirements of the National Curriculum;
- Promote mathematics as an essential element of communication, which allows children to describe, illustrate, interpret, predict and explain;
- Provoke an appreciation of the relationships in mathematics; that mathematics is not an arbitrary collection of disconnected items;
- Show children the fascination of mathematics and promote a way of doing mathematics, which harnesses their imagination, initiative and flexibility of mind;
- Build children's confidence in mathematics by creating an 'I can do this!' culture in the classroom;
- Encourage children to work systematically and to show a respect for accuracy, clarity and meaning;
- Encourage children to work both independently and interdependently.

The distinctive contribution of mathematics to the curriculum

- Mathematics equips pupils with a uniquely powerful set of tools to understand 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 in many of employment, science and

technology, medicine, the economy, the environment, the arts, and in public decision making.

Today the subject transcends cultural boundaries and its importance is universally recognised;

- Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

We do this through careful planning and preparation, ensuring that throughout the school, that teachers will:

Make learning visual

- model and explain thinking daily
- encourage pupil modelling daily
- encourage and praise use of practical equipment
- provide maths toolkits

Enable maths talk daily through:

- open-ended questioning
 - o What do you notice? What do you wonder?
 - o What's the same? What's different?
 - o Which is the odd one out?
 - o Is it always true, sometimes true or never true?
- encourage pupil questioning

Develop growth mindset thinking:

- value mistakes and persistence
- ensure children:
 - o are confident
 - o are agile
 - o enjoy maths
 - o have no fear of failure
 - o are happy to make mistakes
 - o have a 'can do' approach

Plan rich tasks and consider creative outcomes in each unit

- consider creative products when planning (so children have used maths in a connected way)

Make mental mathematics active

- encourage a wide range of mental calculations
- ensure children explain why and how and represent visually

Focus on a maths in nature and maths at work

Implement [written] Calculation Policy - see separate Calculation Policy document

3. Statutory Requirements

Statutory requirements for the teaching and learning of Mathematics are laid out in the 2014 National Curriculum and in the mathematical area of learning in the Foundation Stage.

4. The Role of the Governing Body

A school governor oversees monitoring and evaluation of the subject.

5. The Organisation of Mathematics in School

Teachers use the school's own learning challenge curriculum which incorporates primary maths scheme of work for the 2014 National Curriculum and White Rose Maths Hub planning

6. Assessment

- In Reception, the children are assessed against the Early Learning Goals.
- Summative and formative assessment in Y1-2 is recorded in maths books through learning ladders and pupil performance and understanding in mathematics is cross referenced to KS1 assessment criteria
- Summative assessments in Y3-6 are carried out at the end of a term using Rising Stars (changing to White Rose in September 2017)
- Formative assessment is carried out on a daily basis, and plans are updated and adapted to take into account the children's learning needs;
- Pupil Progress meetings review progress for individuals and groups. There are frequent opportunities to use self and peer assessment.

7. Inclusion & Equal Opportunities

We aim to provide for all children so that they achieve as highly as they can in Mathematics according to their individual abilities. All children have equal access to the Mathematics curriculum and to suitable learning opportunities regardless of gender, disability, ethnicity or home background.

All children regardless of ability have their progress reviewed and 'additional to' and 'different from' provision is planned accordingly.

8. Role of the Mathematics Leader

The Mathematics subject leader is responsible for improving the quality of teaching and learning in Mathematics and children's subsequent achievement. Our leader of mathematics monitors and

evaluates:

- The effectiveness of teaching and learning;
- Pupil progress;
- The provision of Mathematics within school;
- The quality of the learning environment and practical resources;
- The deployment, provision and effectiveness of support staff;
- The involvement of parents in their children's Mathematics learning.

9. Parental Involvement

We recognise that parental involvement is an important factor in helping children achieve their best and actively encourage parents to become involved with their children's development in Mathematics through:

- Parents' meetings twice a year;
- End of year reports;
- Attending open mornings and/or drop-in sessions;
- Supporting homework and practice of mental maths targets and multiplication tables;
- Encouraging the use Mathematics in and/or at school

K. Taylor - Deputy Head

A. Barr - Maths lead

May 2017 to be reviewed May 2019