



Mathematics Policy

Aims and Objectives

Mathematics teaches us how to make sense of the world around us through developing a child's ability and understanding to have an absolute solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

To ensure that all children enjoy mathematics and have the confidence to apply their knowledge and skills to their everyday lives. Our mathematics teaching is fun and engaging, fosters positive 'can-do' attitudes and develops fluency, reasoning and problem-solving.

Time Allocation

1 hour daily lesson in KS1.

1 hour daily lesson in KS2.

5 lessons per week

Planning and preparation for Maths

- Planning should be linked to national curriculum expectations for the year group of your child.
- When planning teachers should take into account a range of the most appropriate concrete and pictorial representations to best teach the focus maths concept.
- a variety of resources to support the needs of the children are taken into account.
- to ensure that all children understand the importance of mathematics in everyday life.

Expectations

At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

In short, this means working towards:

- Learning Objectives should be taken from the national curriculum for your child's year group.
- All children are expected to achieve the targets for their year group, children who achieve this quickly should be challenged with the greater depth targets .
- No child left behind: all children are enabled to keep up every day.
- Space and time to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to go deeper
- Understanding real life applications wherever possible to make learning relevant and not abstract; nothing should be taught without a purpose.
- All of this means that there is a change in the way we teach and assess children, most notably in how we organise the children's learning and how we report their progress to parents.
- Spending longer on one idea
- Giving children who need it, additional support over shorter, more intense periods, like a day or week.
- Daily or weekly mini assessments with a few formal tests over the year
- Where there are gaps in understanding,bring concepts back to the concrete and then build up through the stages of pictorial and symbolic.
- All lessons should start with mental maths activities: these should follow the template (where appropriate), be evidenced in books and should cover skills that have previously been taught.
- Times tables should be covered each day.



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Gifted and Talented Children

Children who are working at a mastery level are challenged through:

- Explaining their reasoning to others.
- more demanding mastery tasks.
- further reasoning and problem solving.
- generalising and testing rules.
- applying their learning to new concepts.
- 'differentiation by depth'.

We support children to:

- identifying misconceptions
- explaining the same key idea in different ways.
- rapid, same day intervention.
- small, connected steps in learning.

Inclusion

As the majority of children access the same curriculum content at the same time, some will grasp it more quickly while others may require additional support. Formative assessment is used throughout our lessons to ensure these children are identified and the appropriate support or challenge is put in place. It is important to remember that these children do not remain the same each lesson and will change depending on what learning is taking place.

- Children who struggle to achieve these targets within lesson time may have catch-up time to work on this further with an adult during the PM session. Evidence of this maths catch-up should be recorded in the child's maths book with the heading: 'Maths Catch-Up', this heading can then be highlighted green/orange to show the child's achievement. –
- Children that are far behind Age Related Expectations should be receiving a structured, planned intervention in the afternoons.
- Resources should be used as much as possible to support teaching and learning.

Assessment, recording and reporting

- Children should not be placed in fixed ability groups for maths, ability groups need to be fluid in order to be an accurate judgement. Children may change groups during or between different learning journeys e.g. strong in number work, but weak in the area of shape and space.
- At the start of each learning journey, children's prior learning should be tested (simply by putting a question on the board e.g. adding fractions $\frac{3}{5} + \frac{1}{5} =$) and they should then be grouped based on this current level of understanding.
- Teacher assessment of each target taught should be recorded onto the school based tracker at least weekly, this could be done during the lesson e.g. on an iPad or on the IWB.
- If children can complete the target without modelling or support, they can be marked as ACHIEVED immediately for that target and should be moved on to look at the greater depth target and independent problem-solving activities.

This policy will be reviewed in Spring term 2018