MATHEMATICS POLICY

Together, we learn, love and grow with Jesus

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This policy reflects the values and philosophy of St. Jude's in relation to the teaching and learning of Mathematics.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Mathematics. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

Mathematics helps us to make sense of our world, providing a means of communication using numbers, symbols and shapes. It is a means of calculating, reasoning and solving problems in everyday life.

AIMS

Through the teaching and learning in Mathematics at St. Jude's, we aim:

* To promote enthusiasm and to develop a positive attitude and interest in Mathematics.
* To develop ability to think logically and to work systematically and accurately.
* To develop a deeper understanding of Mathematics through enquiry and investigation.
* To develop an understanding of the connectivity of patterns and relationships within Mathematics.
* To develop an ability to solve mathematical problems, reason and think in abstract ways.
* To promote confidence and competence with numbers and the number system.
* To promote enjoyment of learning through practical activity, exploration and discussion.
* To develop an ability to transfer and apply mathematical knowledge in different mathematical contexts and, where possible, across the whole curriculum.
* To understand that mathematics is integral to all aspects of life and develop the ability to apply knowledge, skills and ideas in real life contexts outside the classroom and become aware of the uses of Mathematics in the wider world.
* To develop pupils use of spoken language, using mathematical vocabulary to describe, explain, convince, justify and prove.

* To develop personal qualities such as perseverance, independent thinking, cooperation and self-confidence through a sense of achievement and success.
* To create an environment where children will 'have a go' and understand that making mistakes is part of the learning process.
* To assess and monitor the performance of pupils in order to plan work which matches their individual abilities.
* To ensure that all pupils, regardless of gender, class, culture or disability have equal opportunities to develop their full potential in Mathematics.

IMPLEMENTATION

CURRICULUM

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the Mathematics leader.

All teachers follow a termly overview plan and are encouraged to design lessons using a range of resources, including, but not limited to, the White Rose Maths Scheme of Learning from the White Rose Maths Hub.

A typical Mathematics lesson provides the opportunity for all children, regardless of their ability, to become confident and capable learners. We are committed to building on prior learning and enabling our pupils to demonstrate a deep, conceptual understanding of each topic that they can develop over time.

Rosenshein principles are embedded to give our pupils the best opportunity to learn.

They are encouraged to develop fluency in their recall of key facts and a whole school approach to the teaching of calculation strategies is deployed across the school. This ensures a consistent and progressive approach and prepares our children for the Upper Key Stage 2 curriculum.

Reasoning and problem-solving skills are explicitly taught to enable children to become independent learners who are prepared to take risks.

Additional time is allocated to arithmetic to ensure key skills in calculation are retained. The teaching of multiplication facts continues to be a discrete focus, where the applications of these skills are essential for accessing other areas of Mathematics. To make the learning relevant, cross-curricular links are made wherever possible and pupils are encouraged to apply skills from all areas to complete real-life challenges and give learning a sense of purpose.

To provide adequate time for developing key skills in fluency, reasoning and problem solving, each class teacher will provide at five daily Mathematics lessons (45-60 mins) per week.
Class teachers provide high-quality Mathematics lessons ensuring that there is emphasis on direct whole-class teaching, groups/partner work and independent work.
We use a range of approaches (concrete, pictorial and abstract methods) following the White Rose scheme of work, teaching mathematical concepts through small steps. Mathematical language is taught and modelled within each lesson and this scaffolds children's reasoning and explanation skills. The use of sentence stems is used to develop this.

FOUNDATION STAGE
At Early Years Foundation Stage, practitioners use the Early Years Development Matters to support them in providing opportunities for pupils to explore mathematical concepts and broaden their mathematical thinking.

Opportunities for mathematical understanding is developed through stories, songs, games, imaginative play, child-initiated learning and structured teaching. In Pre-School, adult led group activities are timetabled and planned. In Reception, pupils take part in daily whole class and group activities that develop mathematical vocabulary and concepts as outlined in the early learning goal. Staff record observations and the learning journey in Maths is evidenced in floorbooks. These observations are used to inform planning and next steps.

This ensures that pupils are working towards the Early Learning Goals for Mathematics. We give all the pupils the opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about Mathematics.

Mathematics is taught through an integrated approach using material from NCETM Mastering Number, White Rose Maths and Numberblocks. The pupils have a wide range of structured play resources, within Continuous Provision, available to them throughout the year. The adults model the use of these resources and the appropriate mathematical language as they support pupils in their play.

Across Reception and through to KS1, we have implemented Mastering Number Mathematics project to enable pupils to be confident in

communicating their ideas and develop a positive attitude towards maths and be willing to 'have a go'
Our Mastering Number sessions cover all the number work that will support pupils in learning trajectories that build understanding and help them make connections between different mathematical concepts.

KEY STAGE 1 and 2

At Key Stage 1 and Key Stage 2, to meet the requirements of the National Curriculum, our school uses and adapts the White Rose Scheme.

Our Long Term Plan gives an outline of what we teach each year group.
Our Medium Term plans, which give details of the main teaching objectives within each Block/Unit, define what we teach, prior and post learning in Mathematics, informs of key vocabulary and links with everyday uses of the Mathematics being taught. They ensure an appropriate balance and distribution of work across each term.
The class teacher produces Short Term daily/weekly plans, as teaching power points, for the teaching of Mathematics. These power points detail the specific learning objective for each lesson, and the journey through the lesson.

IMPACT

The impact of our Mathematics curriculum is that at the end of Key Stage 2 our pupils achieve and make progress in line with other pupils nationally, evident through:

- Fluency in their recall of key number facts and procedures.
- Accuracy in the formal calculation methods for all four operations.
- The flexibility and fluidity to move between different contexts and representations of Mathematics.
- The ability to recognise relationships and make connections in Mathematics.
- The confidence and resilience to reason mathematically and solve a range of problems.

PLANNING

The approach to the teaching of Mathematics within the school is based on three key principles:

- A Mathematics lesson every day.
- An opportunity for Reflection on previous learning whether it be current learning or from previous topics or year groups.

- A clear focus on direct, instructional teaching and interactive oral work with the whole class and/or group.
- An emphasis on vocabulary, including sentences stems and mental calculation.
- An opportunity to problem solve and/or reason.

We plan the activities in Mathematics so that they build on pupil's prior learning.

Lessons are planned using a common planning format in the form of a power point and are monitored by the Mathematics leader and the Senior Leadership Team.

A Mastery approach is used when planning. Teachers plan for concrete objects, pictorial representations and numbers/symbols to be used within the teaching input and within individual, guided and group work to support understanding of mathematical concepts and develop a deep understanding.

The curriculum is delivered following the Mental to Written Calculations policy.

CLASSROOM ENVIRONMENT

In every classroom at St Jude's, we have a Mathematics working wall which facilitates learning and reflects the unit of work currently being taught. They include key vocabulary, appropriate calculations and strategies and are referred to within lessons. To further promote independence, staff provide resource scaffolds so that pupils can use them to aid learning.

In Early Years Foundation Stage, Mathematics is incorporated into other areas of Continuous Provision to reflect and enable pupils to practice current learning in Mathematics or to reinforce/extend previous learning.

INCLUSION and EQUAL OPPORTUNITY

Our Inclusion and Equal Opportunities Policy applies to Mathematics.

Pupil's performance is monitored to ensure that no group of pupils is disadvantaged. In lessons, the full participation of all children is encouraged regardless of ability, sex and sexual orientation, race, religion or belief, social background, culture or disability. We strive hard to overcome barriers and meet the needs of those pupils with Special Educational Needs, those with disabilities, those with special gifts and talents and those with English as an additional language.

EAL

We support pupils with EAL in a variety of ways including repeating instructions, emphasising key words, using picture cues, playing mathematical games and giving additional support when necessary.

SEN

At St. Jude's we aim to ensure that every pupil makes maximum progress and achieves the very best they can in Mathematics. Teachers set high expectations for every pupil, planning challenging and engaging learning.

We recognise that pupils come to Mathematics with different starting points, different strengths and different attitudes. However, we strive for all pupils to make good progress. Pupils with additional needs are supported by using practical resources and differentiated activities where needed.

Pupils who do not make expected progress will be quickly identified and appropriate action is taken. In consultation with the SENDCO, intervention strategies are put in place and outside agencies become involved to offer support. Child Centred Plans (CCP's) for pupils with special educational needs are created which may include specific targets relating to mathematics.

Pupils with special educational needs are taught within the daily mathematics lesson and are provided with extra targeted support from the class teacher or teaching assistant. In addition to quality first teaching, interventions also take place and focus on those pupils who may need more specific targeted input. Activities are also provided to challenge pupils who are high achievers in Mathematics. Through their effective deployment during all aspects of the lesson, support staff contribute to ensuring this. Verbal feedback is given by support assistants to update the class teacher on the progress of individuals.

RECORDING

Pupils are taught a variety of methods for recording their work and they are encouraged to use the most appropriate and efficient method of recording. (See Mental to Written Calculations policy for expectations and progression in recordings).

All pupils are encouraged to work tidily when recording their work. See Marking Policy for guidelines on expectations in presentation.

MARKING
See Marking Policy

ASSESSMENT and RECORDING
At St. Jude's we monitor and record pupil's progress in Mathematics using various assessment methods and practices.

Teachers make regular assessments of each pupil's progress (each half term) and record these on out whole school tracking system (Sonar). All assessments are monitored by SLT and reported to Governors.

Assessment forms an integral part of the teaching process as it informs and guides future planning. This takes various forms including:

- Formative Assessment

  Assessment is an integral and continuous part of the teaching and learning process at St. Jude's and much of it is carried out informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing pupils participating in activities. Findings from these types of assessment are used to inform future planning.

- Summative Assessment

  -Formal assessments are used at various points throughout the year to determine the level of achievement: NFER materials.
  -Statutory End of Key Stage Assessments at the end of Key Stage 2.
  - Periodic assessments take place at the end of a unit – we use White Rose Mathematics End of Block assessments to check progress and understanding of content covered. This information also informs interventions.
  - Multiplication tables check (MTC) in the Summer Term for Year 4. The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12.
  -Pupils working in Reception are tracked through 'Development Matters' statements for Mathematics. At the end of Early Years, a summative assessment is made using the Foundation Stage profile.

Teachers analyse results to identify those who have not reached expectations or those who have exceeded these expectations. This informs the discussion at Pupil Progress Meetings.

Tests at the end of the year are used to assess progress against school and national targets.

A whole school tracking system is used to closely monitor children's progress throughout the school. Teacher assessments are entered half-termly and are closely analysed to identify pupils who are at risk of not meeting age-related expectation. Appropriate intervention is then put in place to close gaps.

REPORTING

At the end of the Summer Term, Parents/Carers receive an annual written report on their child's progress and achievements in Mathematics. Parents/Carers are invited into school twice yearly to discuss their child's attainment and achievement in Mathematics and look at their work.

HOMEWORK

Homework activities are provided weekly to consolidate pupil's learning and to provide parents and carers with opportunities to work with their children at home.

RESOURCES

- All classrooms have a wide range of appropriate practical resources which are easily accessible to pupils.
- There is a shared resource area with extra equipment for teachers to access when appropriate.
- Regular reviews of resources take place to ensure that resources are adequate.
- A range of ICT and interactive resources are used in class and in the ICT suite to support teaching and learning of Mathematics.

MONITORING AND REVIEWING

The Mathematics leader and the Senior Leadership Team are responsible for monitoring and evaluating the quality and standards of Mathematics throughout the school. It is monitored through:

- Classroom observation
- Scrutiny of pupil's work
- Discussion with pupils

- Scrutiny of planning
- Use of assessment tracking to evaluate pupil, group or cohort progress

The Mathematics leader supports staff in the subject and provides a strategic lead and direction for the subject in the school and is given leadership time to monitor and evaluate the quality and standards of Mathematics, review samples of pupil's work, carry out Pupil Voice interviews and undertake lesson observations of Mathematics teaching throughout the school.

GOVERNOR

Mr Hunt is the Mathematics governor.
The Mathematics leader reports to the curriculum committee on a regular basis.