

Grow, achieve, bloom, repeat...



Whitwick St. John the Baptist CE
Primary School

Mathematics Policy

Agreed by Staff: Nov 2021

Agreed by Governors:

Signed (Chair): _____ Date: _____

The Importance of Mathematics

During their time at Whitwick St John the Baptist Church of England Primary School, children will be encouraged to see mathematics applied in a variety of contexts to help the development of their understanding of the world.

Vision

At Whitwick St John, we believe basic skills of mathematics are vital to the successful futures of all our pupils to enable them to reason, problem solve and assess risk in a range of contexts.

Our pupils are encouraged to deepen their understanding of mathematics as they move through concrete, pictorial and abstract representations of different mathematical content.

Our rigorous curriculum allows the children to make better sense of the world around them making links between the mathematics they experience in school and that of everyday life.

The aims of teaching mathematics are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion. To develop logical thinking and reasoning skills through a natural curiosity and investigative approach
- To nurture positive attitudes, confidence and competence by matching the task to the child
- To celebrate achievements through high quality feedback. Peer and self-assessment are an integral part of this feedback and children are taught the skills needed to effectively do this throughout the school
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts
- To encourage the children to apply their learning to everyday situations so that they understand the importance of mathematical skills in everyday life
- To consistently emphasise and develop use of mathematical vocabulary
- To challenge children through high expectations and equip them with the skills needed to rise to the challenge
- To provide children with clear visual representation that will support the development of mental fluency and reasoning

How this can be achieved:

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Individual, group and whole class discussions and activities
- Open and closed investigations
- A range of methods of calculating eg. mental, jottings and formal written methods
- Using ICT as a mathematical tool
- Using and manipulating a wide range of practical resources and materials

Teachers will be expected to:

- Use the White Rose Maths Hub long term and medium term plans as a guide
- Teach formal calculation methods in line with the calculation policy
- Ensure their own subject knowledge is constantly reviewed to ensure they can teach the curriculum to a high standard
- Take responsibility for their professional development
- Develop their classroom practise through co-coaching projects with other teachers

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. These assessments inform the planning and teaching at each level.

Short term assessments

These are informal and may come in the form of AfL at the beginning of a block or lesson. They feed into the day-to-day teaching and planning and help target support to individual children. Informal notes may be kept.

Medium and long term assessment

Teachers use an assessment tracking grid to help them give feedback to parents through reports and parents' evenings as well as giving specific, clear, detailed feedback about the child's progress to their next teacher or school. These on-going teacher assessments, which may be supported by any test results, are used to make judgements about the attainment a child has reached and inform the school's tracking system 3 times a year.

Parents

We recognise that parents make a significant difference to children's progress in Maths and encourage this partnership. We aim to:

- Provide a list of end of year expectations based on the National Curriculum
- Provide feedback during parents evening in autumn and spring term and a full annual report in the summer term
- Provide regular times tables homework
- Provide parent workshops on whole school approaches to Mathematics linked to the school calculation policy

Monitoring and Evaluation

The Maths coordinator will be expected to:

- Teach demonstration lessons
- Ensure teachers and trainee teachers are familiar with the National Curriculum and help them to plan lessons
- Lead by example in the way they plan, teach and assess in their own classroom
- Prepare, organise and lead INSET, with support of the head teacher
- Work co-operatively with the SENCO in providing advice and support for staff
- Monitor and evaluate standards in maths across the school
- Analyse results
- Support staff in making provision for all pupils, considering use of resources and allocation of time
- Monitor teaching and learning
- Attend INSET provided for Maths Coordinator
- Provide information for parents in the form of booklets/leaflets and meetings
- Discuss regularly with the head teacher, teachers and governors the progress of mathematics
- Carry out book scrutinies once a term
- Update the policy and guidelines