

Clifton with Rawcliffe Primary School

Maths Policy



Date of policy: September 2017
Date of review: September 2019
Person(s) Responsible: E Rochard

Description of school/background information in provision of Maths

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based maths activities and experience a wide range of skills and techniques.

Roles and Responsibilities

Governors

The Governing Body (policies committee) has been involved in the development of the school's maths policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members Local Authority (LA) and relevant outside agencies.

Parents and guardians

Parents and guardians are encouraged to support the provision of maths within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date and are notified about after-school and other maths-related enrichment activities via the regular school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to maths.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in maths activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Maths Subject Leaders will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the maths provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

Clifton with Rawcliffe Primary is a school that aims to encourage and enable its pupils to solve problems by applying their maths to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. In short, our school ethos is one of educating children to be life-long problem-solvers.

Additionally, children will:

- become fluent in the fundamentals of maths, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Maths is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich

connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Teaching programme and strategies

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to develop further their individual potential in Maths.

The teaching of maths offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

The teaching of maths in EYFS covers the development of early and basic skills through play activities that support the development of these skills, ensuring children have a platform from which to work from once they enter KS1.

At Key Stages One and Two the National Curriculum for Maths is the basis of the Maths curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. At other times pupils are encouraged to undertake their own projects within a specific area, developing their sense of adventure and creativity in maths.

Maths has considerable potential to contribute to much wider areas of learning. It is considered important that maths is integrated into different subject areas for the development of skills.

Curriculum Planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for maths, which details what is to be taught over the Key Stages and provides the topic basis for planning maths activities over a two-year cycle. This is undertaken by the Maths Subject Leaders. It is monitored regularly and evaluated annually.

Medium term planning

This takes the long term plan and organises the teaching of maths into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of maths to ensure parity in provision and to share expertise.

Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking maths activities.

Monitoring and assessment

The maths curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Maths Subject Leaders run by the local authority and other providers.

We assess children's work in maths using objectives from the National Curriculum.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the maths activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in maths is the responsibility of the SLT and the Maths Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of maths, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation February 2015

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: September 2019