

Blessed Sacrament Catholic Primary School



Maths Policy

“Aim high – live life to the full”

Written By	J Martin
Ratified by Governors	
Date for review	September 2020
Signed Chair of Governors	
Signed Headteacher	C Davey

Blessed Sacrament Maths Policy

Introduction

At Blessed Sacrament Catholic Primary School we believe that a 'high-quality' mathematics education provides the following: a foundation for understanding the world; the ability to reason mathematically; an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. (National Curriculum September 2013)

Our vision

To develop fluency in mathematics, children need to secure a conceptual understanding and efficiency in procedural approaches. It is important to make connections between concrete materials, models and images, mathematical language, symbolic representations and prior learning. We must ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills into more complex activities. The basic skills must continually be practised to ensure that they secure the building blocks in mathematical learning.

Our aims

At Blessed Sacrament, in line with the national curriculum for mathematics, we aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, 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 .
- can **solve problems** by applying their mathematics 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.

Daily Maths Lesson

All pupils have a daily maths lesson. The structure of each lesson is flexible and will vary depending on the needs of the children and the content of the lesson.

Typically, a maths lesson will include a learning objective, activities that provide challenge for each ability group, appropriate resources, key questions and the use of additional adults. Other areas for consideration include: steps to success, teacher modelling, talk-less teaching strategies, use of I.C.T. and the structure of the lesson (chunking, show and go, staggered input).

Basic Skills

The knowledge of the basic skills is fundamental in helping pupils move towards procedural efficiency. These sessions give teachers the opportunity to link with previous, current or future learning, so that the prerequisite skills of an objective can be regularly practised and rehearsed.

A typical basic skills session could include; counting, recall of facts, mental strategies, visualisation, ICT and practise of a skill linked to current learning.

Basic skills are also practised every day via Fluent in 5, FAST Maths and mental and oral starters.

Planning and Resources

The White Rose maths plans are used as the main structure for planning. Other resources that maybe used include: calculation policy and calculation sequence.

Calculation Policy

There is an agreed calculation policy that should be followed. For each operation there are four or five stages, starting with practical methods that support conceptual understating moving through to methods that allow children to demonstrate efficiency in procedural approaches.

The calculation sequence provides a variety of opportunities for pupils to practise the skills of calculation through a range of application activities including the use of inverse, missing box, word problems and investigations.

Marking and Feedback

Consistently high quality marking and constructive feedback from teachers ensures pupils make progress in their learning.

See marking policy.

Presentation

Pupils should be reminded to always take pride in their work.

See presentation policy.

Working Walls and Maths Displays

The learning environment is key to supporting pupils learning and a maths working wall is an intrinsic part of this.

A working wall is the public display of the learning process and should include; objectives, success criteria/steps to success, models and images, challenge, vocabulary or examples of good work.

A maths display is an opportunity to celebrate pupils' success and as such is often found outside of the classroom. Any display that includes a maths element should be highlighted to show those true cross-curricular links.

See learning environment policy.

Homework

Opportunities for pupils to practise and consolidate their skills and knowledge are extended through the regular setting of homework. Teachers should set home work that matches pupil's needs accurately.

See homework policy.

Interventions

At Blessed Sacrament we have a flexible approach to intervention. Teachers assess children throughout the lesson and intervene as and when appropriate. This instant approach enables the child to receive instant feedback and overcome any barriers they have to learning.

Assessment and Moderation

Assessment is 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.

Assessment information can be gathered in various ways including by pupil teacher discussions, observations, through marking, questioning and testing etc. Ongoing records of assessment should be kept in planning files to inform formal assessment procedures.

Termly year group meetings will moderate teacher judgements against agreed criteria.

Monitoring and Evaluation

Monitoring is important as it allows leaders to have an accurate understating of pupils performance.

Monitoring exercises will be undertaken across the year and could include book and planning scrutiny, observations, learning walks, pupil interviews and moderation meetings.

Cross Curricular

Throughout the whole curriculum, opportunities to extend and promote mathematics should be sought. Each class displays a cross curricular poster which supports the discussion "Where's the Maths in That?".

Role of the Subject Leader

The subject leader is responsible for leading mathematics throughout the school and liaising with staff in collaboration with the rest of the maths team.

This may include: monitoring and evaluation, leading CPD, writing an action plan, interventions, resources and overview of data.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life by: curriculum content, homework, parent workshops, information giving sessions, parent helper days, parent's evenings and newsletters.

Reporting to Parents

Reporting to parents is undertaken on a termly basis through parent's evenings and electronic reports.

Inclusion and Equal Opportunities

All pupils have equal access to the curriculum regardless of their race, sex, religious belief or ability. This is monitored by analysing pupil performance throughout the school to identify and address any disparity between groups.

Early Years Foundation Stage (EYFS):

Teachers and practitioners support children in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. This area of development includes seeking patterns, making connections, recognising relationships, working with numbers, shapes and measures, and counting, sorting and matching. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of learning and development.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We recognise that children learn through routine, continuous provision and incidental learning opportunities, as well as planned sessions and activities. Mathematical understanding can be developed through stories, songs, games, routine, questioning, imaginative play, child initiated learning and structured teaching.

Class Organisation

In Foundation Stage 1, group activities are timetabled and planned. In Foundation Stage 2, daily time is dedicated to mathematics. Overall these lessons include a good balance between whole-class work, group teaching and individual practice. In the Autumn term, these sessions are similar to those in Foundation Stage 1. However throughout the year there is a gradual shift where adult-directed sessions are extended in preparation for Year 1.

From Foundation Stage 2, all pupils have at least three mathematics lesson per week with continuous provision happening every day with specific mathematics foci. Within these lessons, there will be a good balance between whole-class work, group teaching and individual practice. The use of concrete and pictorial resources will be used to develop and secure the children's conceptual understanding. Children may also work in cross class ability groups.

Assessment

Key assessments are:

- day to day observations
- periodic
- transitional

These are used to inform teaching and learning in a continuous cycle of planning, teaching and assessment.

Day to day assessments are an informal part of every lesson and enable us to monitor children's learning and progress.

Periodic assessments take place every half term through Optimum Track System allowing for further planning and targeting of specific groups of children. These assess some of the ideas linked to the key objectives that have been covered during the half term.

All children are expected to have at least two pieces of evidence per half term with Mathematics as the main focus although it is understood that within EYFS some pieces of evidence may be used for more than one area of development.

A baseline assessment will be administered at the beginning of the year giving a standardised score to help with transition to KS1.

End of year assessments will be inputted on Optimum Track after rigorous moderation from the EYFS Lead and Outcomes Coordinator.

Review of Policy

This policy was written by the maths team on 26th September 2019.

The policy was reviewed by governors _____ .

The policy will be reviewed in July 2021.

