

## Mathematics Policy

### Introduction:

This policy is a statement of the aims, principles and objectives for the teaching of mathematics at St. Peter-in-Thanet CE Junior School. The children in our school range from level W to level 6 in the National Curriculum. When children arrive at the school in Year 3 their level of attainment is usually between 1 and 3. We aim to take the children through at least two more levels of progress during their four years at our school.

### The aims of mathematics in our school are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- To promote confidence and competence with numbers and the number system;
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- To develop a practical understanding of the ways in which information is gathered and presented;
- To explore features of shape and space, and develop measuring skills in a range of contexts;
- To understand the importance of mathematics in everyday life.

### Organisation :

- We use a variety of teaching and learning styles in mathematics lessons, as recommended by the Renewed Numeracy Framework.
- Mental and oral starter sessions are used to access knowledge and to reinforce and assess understanding.
- Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods.
- Wherever possible, we encourage the children to use and apply their learning in everyday situations.
- Maths lessons are taught in ability sets for all pupils for one hour a day, plus one half hour mental maths session per week. When it is appropriate for a child to change sets we will inform parents, as well as the child. Our setting arrangement is reviewed on a yearly basis to check it is still appropriate for our children in each cohort.
- We recognise the fact that there is a range of abilities within each set and provide suitable learning opportunities for all children, by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. Children may be withdrawn for support using various support materials, e.g. Wave 3, Springboard, Numicon

### Planning:

Mathematics is a core subject in the National Curriculum, and we use the Renewed Numeracy Framework as the basis for implementing the statutory requirements of the programme of study for mathematics. The Renewed Numeracy Framework gives a detailed outline of what we teach

in the long term. It is the class teacher who completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps the individual plans, and the class teacher and subject leader often discuss them on an informal basis. These plans are regularly reviewed by the subject leader.

#### 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, in accordance with the school Assessment Policy. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Teachers have objective tracking sheets for each individual child to highlight when they are confident the child has achieved that objective independently. These sheets are also used summatively to indicate the level the child is working at. National Tests are taken in Year 6 and Years 3-5 take QCA tests. We currently report levels 6 x yearly - 3 based on test results and 3 based on teacher assessment. A gap analysis of QCA papers takes place annually and this information is used to inform targets for the following year.

All children throughout the school will be given a target relating to an area of weakness for them - this will be identified from ongoing teacher assessments or gap analysis from written tests. Teachers will plan in regular sessions each week to teach and review progress on targets. These targets are assessed and changed on a termly basis.

#### Marking:

Children's work should be marked according to success criteria and our Marking Policy. It should be returned to the children, as soon as possible. It may be appropriate for the children to mark their own work on occasions, though this should be at least looked over by the teacher, to check for common misconceptions.

#### Homework:

Children are given maths activities as homework each week. It is linked to current teaching, ability levels or topic knowledge.

#### Parental Involvement:

We value the support of parents and recognise the need for regular contact, therefore:

- Specific individual targets are set and reviewed every term. These are communicated to parents (and children).
- A Calculation Policy Booklet is sent to all parents, followed by a series of parent evenings. This is so that parents are aware of the methods of recording number operations etc.

#### Role of Subject Leader:

The Mathematics Subject Leader will work closely with staff, SMT and the Governing Body to plan for and sustain improvement in the teaching and learning of Mathematics. The Subject Leader will:

- Lead staff development through developing their confidence and expertise with INSET, staff meetings, support and advice.
- Support colleagues in their development of detailed work plans and implementation of the Renewed Framework, assessment and record keeping activities.
- Monitor progress in mathematics and facilitate support programmes as necessary.
- Monitor teaching and learning and disseminate good practice.
- Take responsibility for the purchase and organisation of mathematical resources.
- Keep up-to-date with developments in Mathematics education and disseminate information to colleagues as appropriate.

- Through the Headteacher, keep the Governing Body informed of developments etc. Attend Governors' meetings if necessary.
- Attendance at relevant LEA/Consortium meetings.
- Raise awareness of Mathematics to staff, pupils and parents

NN/19.6.13

Signed (Headteacher) ..... Date .....