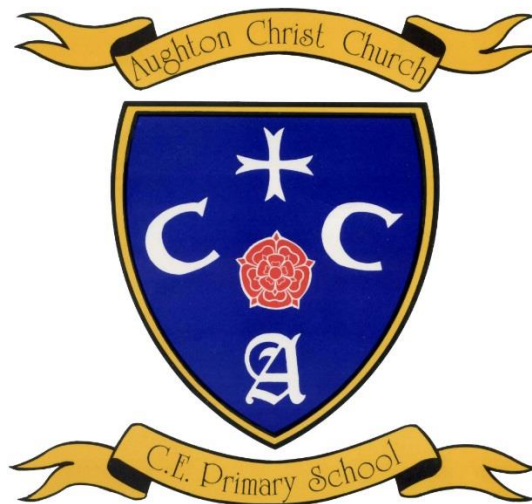


Policy Document

Aughton Christ Church C of E Primary School **Maths Policy**



Review Date – January 2024
Next Review date – January 2025

Aughton Christ Church C.E. Primary School



Maths Policy

1. STATEMENT OF CURRICULUM INTENT

Our Maths curriculum meets the statutory needs of the national curriculum and is designed to meet the needs of all pupils at Aughton Christ Church C of E Primary School.

In consultation with parents, governors, pupils and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow pupils to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences, which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

2. MISSION STATEMENT

- To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.
- To enable pupils to develop their talents, establishing positive and realistic goals.
- To promote Christian values within the school as exemplified by the life and teaching of Jesus Christ.
- To encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.
- To help pupils to take their place in the community and to encourage an appreciation of the world in which they live.
- To prepare for the next stage of their education.

3. AIMS OVERVIEW

The aims of our maths curriculum are identified within the national curriculum for mathematics ensuring 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

Mathematics 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.

4. IMPLEMENTING THE MATHS CURRICULUM

Within our curriculum we ensure that we cover all the objectives set out in the National Curriculum 2014.

In Reception, we follow the suggested 'Sequence of Learning' from the Lancashire Maths Centre. In Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6, we follow the 'Red Rose Maths' planning scheme. This ensures that the sequence of learning shows progression within each year group and across the school.

Please see the calculation policies for more information.

Teaching and Learning

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 tasks
- a range of methods of calculating e.g. mental, pencil and paper and using a calculator.

Organisation

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

- Morning Maths – Children start their day with a 10-15-minute maths lesson to recap objectives taught. In Reception, Year 1 and Year 2, children follow the 'Number Mastery Programme'. This can be delivered at any time throughout the day outside of the daily maths lesson.
- Daily Maths Lesson -Each class organises a daily lesson of between 45 and 60 minutes for maths.
- Cross-curricular opportunities - Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities. Through the creative curriculum, we allow out of context opportunities to utilise the skills taught in previous Maths lessons.

Teachers of the Reception class base their teaching on objectives in the Framework for Reception; this ensures that they are working towards the 'Early Learning Goals for Mathematical Development'. Towards the end of Reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a 45-minute lesson.

Special Educational Needs

Children with SEN are taught within the daily mathematics lesson and are encouraged to take part when and where possible.

Where applicable children's Passport to Learning incorporate suitable objectives from the Maths Programme of Study KS1 AND KS2 September 2014 and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.

Intervention sessions for maths are used across school to support children outside of their maths lesson.

Inclusion/Equal Opportunities

All pupils have equal access to the Maths Curriculum and opportunities are provided for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups and pupils from diverse linguistic backgrounds.

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of mathematics. In the daily mathematics lesson, where appropriate, we support children with English as an additional language in a variety of ways.

eg. repeating instructions, speaking clearly, emphasising key words, using picture cues, playing mathematical games, encouraging children to join in counting, chanting, finger games, rhymes etc.

Able, Gifted and Talented

GAT children will be given specific activities to develop the breath of study of the child to deepen their understanding.

5. IMPACT – MONITORING, ASSESSMENT AND REPORTING (See Assessment, Recording and Reporting Policy)

End of Key Stage Teacher Assessment (Y2 & 6)

Optional end of key stage assessments in maths are taken by pupils in Year 2 and statutory end of key stage assessments (SATS) are taken by pupils in Year 6 during the Summer term.

Monitoring Progress

Pupils are assessed continually by teachers in the form of discussion, written answers, end of unit assessments and end of term assessments. Judgements are input into the school's internal tracker and discussed at pupil progress meetings with the SLT.

Reporting

Teachers report to parents at Parents' Evenings scheduled during the Autumn and Spring Terms and annually, through a written report. A further informal evening opportunity is given at the end of the Summer term to allow parents to discuss their child's report. Maths is also reported at the end of key stages in line with the end of key stage expectations.

Role of Governors/Parents

Regular reports are made to the governors on the progress of maths provision and to our Curriculum Committee by the Head teacher.

This policy will be reviewed every year or in the light of changes to legal requirements. Our governors determine, support, monitor and review the school's policies.

At Aughton Christ Church we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding a 'meet the teacher' evening at the start of the school year to inform parents how all aspects of maths (and other subjects) are taught throughout the school year.
- Holding parent's evenings to discuss children's progress and give them their child's targets in maths.
- Sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- Explaining to parents how they can support their child with homework.
- Induction programme – 'Starting out together'. Reception teacher explains how parents can support children with their early learning goals.

The role of the subject leader

- Conduct school audits
- Observe/ monitor teaching and assess staff numeracy skills
- Analyse data and Pupil Progress along with the Head teacher
- Undertake book sampling
- Carry out walkthroughs and assess learning environments
- Create an action planner (School Development Plan)
- Plan and deliver new initiatives
- Peer coaching
- CPD – keep up to date with developments in maths
- Resources
- Take part in moderation with local schools.

The Maths Subject Leader in school is Miss Daw.

Termly monitoring and evaluation of the maths Curriculum will be carried out by the Subject leader and feedback given to staff as a result of this.

Reviewed January 2023
Next Review January 2024

S. Daw