



Manor Primary School Policy Document

Mathematics Policy

Written	November 2014
Approved by Governors	N/A
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‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’

Policy Statement

Our aim at Manor School is to produce children who enjoy mathematics and who are fully engaged in their lessons. Our children will be challenged by the process of learning maths as well as enabled to make great progress. They will be encouraged to have a growth mindset and develop skills of determination and resilience. We will celebrate children's hard work and effort as well as their success, and they will be encouraged to learn from mistakes. Our children will develop mathematical fluency and will be able to confidently and successfully undertake mathematical activities both in the classroom and the world beyond.

Aims

At Manor, we aim that children:

- Will enjoy mathematics and understand its importance in everyday life.
- Will be confident in the fundamentals of mathematics and able to reason mathematically.
- Will be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations.
- Will leave primary school with an efficient, reliable, compact written method of calculation for each operation.
- Will be able to estimate the approximate size of an answer to check the reasonableness of their calculations.
- Will develop a range of mental calculation strategies, aided by informal jottings where necessary.

Achieving and Maintaining High Standards

We have a common approach to mathematics as stated in the opening paragraph. In addition to this the staff will:

- Follow the Rising Stars curriculum alongside the mental and written calculation policies for addition, subtraction, multiplication and division.
- Use the connective model throughout school to allow all learning styles to access taught material.
- Differentiate effectively without 'labelling' children into fixed groupings. Children will be encouraged and guided to select the challenge level of their work wherever appropriate.

THE FOUNDATION STAGE

In Foundation we plan from the EYFS curriculum. On entry judgments are made against Development Matters bands to identify each child's starting point and to ensure teaching and learning meet the needs all. A mix of child initiated planning and accurate AFL allows mathematics to be taught through real life and hands on experiences. This enable children to make good progress.

The children's progress is evidenced through photos, observations and their own jottings – these can be seen in their Learning Journey Books. Their progress is tracked on individual Development Matter bands sheets. Data is then plotted on Pupil Tracker half termly. In order to meet statutory requirements data is submitted to Devon LEA in the summer term.

Planning

We use Rising Stars as our medium-term mathematics plans which give details of the main teaching objectives for each term. This helps to ensure progression and continuity. We also use daily and weekly AFL to inform and develop our short term plans.

Our short-term planning will be produced on a standardised format which illustrates key outcomes, objectives, mental skills, teaching inputs, differentiation and additional challenge and AFL.

Assessment, Recording and Reporting

We use ongoing AfL to refine planning and identify next steps. Learning objectives are shared with the children in every lesson, although success is measured by effort and perseverance as well as achievement. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental, using a WWW and an EBI on most pieces of work.

Individual achievements are recorded on Performance Indicator sheets and updated at least half termly. Levels are recorded termly on pupil tracker. Maths work is moderated to ensure teachers' judgments are accurate.

Parents are informed of progress each half term.

Equal Opportunities

The maths policy reflects and supports the equal opportunities ethos of the school. All children will have access to the maths curriculum appropriate to their age and need.

Special Educational Needs

Adaptations will be made to the curriculum, to equipment and to resources to allow access to maths for pupils with SEN, including provision for pupils who are exceptionally able.

Curriculum Leadership

The role will include:

- Inspiring an exciting and creative approach to maths teaching.
- Supporting teaching through leading inset, giving advice and guidance, modelling, lesson observations and feedback, team teaching and monitoring of planning and assessment.
- Sharing information acquired from courses or other sources that may be beneficial to staff.
- The management, maintenance and storage of resources, and purchase of new resources when necessary.
- Reporting to governors and others when appropriate.