



# Manor Primary School Policy Document

## Mathematics Policy

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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**

At Manor School we strive to foster children who enjoy mathematics and who are fully engaged in their lessons. We challenge children through the process of learning maths and enable them to make great progress. Children are encouraged to have a growth mindset, develop skills of determination and resilience and understand the importance of challenge. Our children become secure in their mathematical understanding and are able to apply their knowledge to a variety of contexts before moving on to new concepts. They have access to the highest standards of learning and support and are provided with opportunities to develop critical thinking and achieve depth of learning or mastery. We celebrate children's hard work and effort as well as their success, and they are encouraged to learn from mistakes. Our children develop mathematical fluency and are able to confidently and successfully undertake mathematical activities both in the classroom and the world beyond.

## **Aims**

At Manor, we aim for our children:

- ✓ to enjoy mathematics and understand its importance in everyday life.
- ✓ to be confident in the fundamentals of mathematics and able to reason mathematically.
- ✓ to be secure in their learning before moving onto new concepts.
- ✓ to embrace challenge.
- ✓ to be able to apply mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations.
- ✓ to leave primary school with an efficient, reliable, compact written method of calculation for each operation.
- ✓ to be able to estimate the approximate size of an answer to check the reasonableness of their calculations.
- ✓ to 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.
- Teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that ambition, hard work and perseverance will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
- Ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning
- 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 Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made within the first half term against the Development Matters bands to accurately identify each child's

starting point and ensure teaching and learning meets the needs of all. A mixture of child initiated planning and accurate AfL ensures an exciting and hands on cross curricular approach to enable children to make good progress.

Number skills are taught daily in groups, which are flexible, fluid and based on the needs of individual children. The connective model influences the teaching and learning of maths where opportunities for concrete 'real life' experiences, pictures and images, language and symbols combine to ensure a deep understanding of mathematical concepts. Alongside this children are actively encouraged to use and apply the skills they have been taught in a range of Let's Learn activities where they can chose to consolidate and extend their knowledge and understanding as well as seek out new challenges. In this way maths is promoted across the curriculum using both the inside and outside learning environments.

Children's progress is evidenced through photos, observations and self-initiated activities and is tracked through highlighting individual Development Matters sheets. Achievement is plotted onto a tracking grid termly. In order to meet statutory requirements data is submitted to Devon LEA in the Summer Term.

## **Planning**

We follow the National Curriculum 2014 English document for KS1 & KS2. The programmes of study and outcomes are fully integrated in to our school based planning systems.

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.

Basic skills are given a priority across the school with daily slots. Teachers evaluate the needs of their class and tailor their planning to suit this.

## **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 both positive comments and suggesting areas for development on most pieces of work. Pre-unit and post-unit assessment pieces are used to identify children's understanding and progress in writing. These also help to identify a child's personal target.

In addition:

- ✓ In Y2 & Y6 interim assessment framework guidelines are used to indicate whether children are working towards, at or above the expected standards.
- ✓ Annotated planning is used along with summative assessments in line with assessing the new curriculum. Assessment via Testbase/previous SATs tests are used to assess attainment.
- ✓ Across the school, including Yr 3,4 & 5, optional SATS in maths are accessed through Testbase (See Assessment schedule).

Class profile sheets are kept by class teachers and inform progress over time.

Maths work is moderated both within school and across schools to ensure teachers' judgements 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.