  

**Tritlington C of E Aided First School**

**Maths Policy**

**Autumn 2018**

At Tritlington Church of England Aided First School, we believe that mathematics is a vital life skill. Through the mathematics curriculum, we will help our children develop mathematical fluency so that they can confidently and successfully undertake mathematical activities both in the classroom and the world beyond.

**Purpose**:

* To promote enjoyment and enthusiasm for mathematics;
* To establish an entitlement for all pupils;
* To establish high expectations for teachers and pupils;
* To promote continuity and coherence across the school.

**Aims of Policy**

* To meet the statutory requirements of the National Curriculum 2014;
* To enjoy mathematics and develop positive attitudes towards lifelong learning;
* To not be afraid to make mistakes;
* To develop confidence and competence in mathematical knowledge, concepts and skills;
* To be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, think logically and work systematically;
* To use a variety of approaches to find the most appropriate method.

**Teaching and Learning**

**Planning**

The National Curriculum 2014 provides the long term planning for mathematics taught in the school.

The framework has six main areas of study:-

* Numbers (including place value, addition, subtraction, multiplication, division, fractions, decimals and percentages)
* Ration and proportion
* Algebra
* Measurement
* Geometry
* Statistics

The school has a common format for short term planning which is used throughout the school from Year 1 to Year 4. It outlines the learning objectives (taken from medium term planning), key questions, differentiation, use of additional adults, activities, success criteria and assessment opportunities for each unit of work. This is regularly monitored by the maths coordinator or the headteacher.

**Inclusion**

All children receive quality first mathematics teaching on a daily basis and activities are differentiated accordingly. In addition, where identified, pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

**Organisation of Maths Lessons**

In the Early Years Foundation Stage, maths is underpinned by the Characteristics of Effective Learning. Child initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out. In the EYFS maths is also taught as a discrete subject through child-led themes.

From Year 1, mathematics continues to be taught as a discrete subject, following the principles described above. As a small village school where children are in mixed age classes, children are taught maths at an appropriate level. Mathematical knowledge is applied and skills reinforced whenever relevant in other curriculum areas.

In the EYFS mathematics forms a fundamental part of the day through child initiated learning. Group activities in Nursery last between 10-15 minutes. In Reception adult-led lessons are between 30-40 minutes. Maths lessons in Key Stage 1 also last between 45-50 minutes and 60 minutes in Key Stage 2. Daily mental maths sessions are an integral part of every maths lesson.

**Assessment, Recording and Reporting**

Assessment in maths is viewed as part of the assessment for learning cycle.  Learning objectives and steps to success are shared with the children in every lesson.  Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps to extend their learning at least weekly. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals, and records of achievement in the key skills in maths for each year group are updated termly.

**Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The Mathematics co-ordinator

(Mrs Stephenson) will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the Mathematics co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

**Resources**

A comprehensive range of resources is available in school. Every class has a selection of materials to support the teaching of each of the main areas of study in mathematics.

Teacher resources are located in the classrooms.

**Monitoring and Evaluation**

The Head teacher and teacher monitor Mathematics. Having identified priorities, the SMT construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

**Curriculum Leadership**

The role will include:

* Inspiring an exciting and creative approach to maths teaching;
* Supporting maths teaching through advice, guidance, PD and resources;
* Sharing information acquired from courses or other sources that may be beneficial to staff;
* Reviewing the maths policy and monitoring its implementation;
* Regularly evaluating the maths scheme of work and amending as necessary;
* Organising pupils participation in maths workshops and events;
* Reporting to parents, governors and others when appropriate.

**Review**

This policy will be reviewed according to the School Development Plan.