



## CHINLEY PRIMARY SCHOOL

### MATHEMATICS POLICY

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#### INTRODUCTION

This policy outlines the teaching, organisation and management of mathematics taught and learnt at Chinley Primary School. It gives a framework within which all staff work and give guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with the 2014 National Curriculum programme of study which gives details of what pupils in different age ranges should learn and the Early Years (EYFS) document 'Development Matters'.

#### AUDIENCE

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is available to all teachers. Further copies of the policy are available from the school office and the policy is published on the school website [www.chinley.derbyshire.sch.uk](http://www.chinley.derbyshire.sch.uk).

#### AIMS

We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

The National Curriculum for mathematics aims to ensure 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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.
- **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.
- To instil a positive attitude towards mathematics and an awareness of the fascination of mathematics
- To be able to understand and communicate mathematics
- To be able to use and apply mathematics across the curriculum and in real life
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.

#### CURRICULUM AND SCHOOL ORGANISATION

Throughout the whole curriculum, opportunities to extend and promote Mathematics should be sought. Nevertheless the prime focus should be on ensuring *mathematical progress* delivered discretely or otherwise. We use a spiral progression to develop understanding through fluency, reasoning and problem solving.

#### EARLY YEARS

The programme of study for the Foundation stage is set out in the EYFS Framework. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shape, spaces and measures.

#### KEY STAGES 1 AND 2

The Programmes of study for mathematics are set out year by year for Key Stages 1 and 2 in the new National Curriculum (2014). The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. By the



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end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### **CLASS ORGANISATION AND TEACHING STYLE**

The curriculum is delivered by class teachers. Teaching of Maths should include a range of styles to address the needs of all children and when students are introduced to a key new concept, they should have the opportunity to build competency by developing a progressive concrete-pictorial-abstract approach (see Calculations Policy for examples). Planning is based upon the new National Curriculum (2014). Programmes of Study and White Rose schemes of learning covers the medium term plans and subsequently weekly planning. Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details of learning objectives and appropriate challenge activities. Although planned in advance, they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils. Pupils with special educational needs and individual education plans are taught within the daily mathematics lessons and are able to take part through the support of a Teaching Assistant and appropriate activities and resources. We provide same day or at least next day intervention support sessions for any children who we feel need further support to make progress in mathematics. Decisions for any further interventions will be made using our whole school tracking system and will involve: the class teacher; the maths co-ordinator, the SENCO, Headteacher and parents.

Within any one class, children are given the opportunity to work as a class, individuals and as part of a mixed ability group. The choice of class organisation will be determined by the learning task or activity and the resources being used.

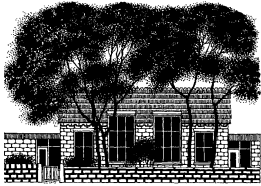
#### **RESOURCES**

We use the White Rose schemes of learning as our main planning and teaching resource. Manipulatives, when used as a cognitive tool are able to expand the learning process, promoting both the children's chances of retaining information and their self-evaluation of their learning. The use of any manipulative can also promote a student to have a positive attitude toward mathematics. We believe that, when used correctly, resources provide a concrete, hands-on experience, which focus attention and overall increase motivation.

#### **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. This is mainly achieved through mini-plenaries, questioning, marking, T.A Feedback and pupil self-assessment. Children will be regularly set appropriate assessment questions, taken from past test papers, to extend their progress through our purple pen marking policy. This can also be a consolidation process which is decided either by the class teacher or the child.

In addition to the assessment opportunities that are continuous, teachers are required to provide a 'Target Tracker' to provide consistent assessment and monitor pupil progress. Teachers will use Sheffield Hallam assessment grids to gain an age related score that is progressive from year 1 to year 6. This evidence will be monitored by the mathematics coordinator and will follow the children through the school so short term as well as long term progress is evidenced and tracked.



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An on-line version of the Sheffield STAT grids has been introduced to replace the paper copies previously used. The exception will be for the pupil's target setting grids found in their maths books.

We use NFER assessment tests in Years 3, 4 and 5 with Year 6 using end of Key Stage 2 SAT assessments. These are undertaken at three points in the year – the end of the autumn, spring and summer terms. Outcomes are reported to governors and used to assess where intervention should be targeted.

Subject leaders and SENCO will monitor any children whose progress is not as expected. Those children will be monitored closely with the class teacher and efforts will be implemented to improve progress regardless of ability or previous attainment.

#### **EVALUATION**

The Curriculum leader, alongside the Head teacher and school governors, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and learning walks.

Reviewed by Clare Taylor

Agreed by Governing Body Curriculum Committee CC09/260122b

Next review: January 2024