



Maths Policy

The staff responsible for maths are:-

The Maths and ICT Team

The governors responsible for maths are:- The Effectiveness Committee

Agreed by staff : March 2019

Review Date : March 2021

AIMS

At Roydon Primary School we aim:

- to make the subject enjoyable so that children develop a positive attitude towards mathematics
- to present mathematics in a meaningful context and use a range of practical activities
- to stimulate thinking, reasoning and logic
- for children to have access to a broad and balanced mathematics curriculum, as outlined in the National Curriculum
- for children to develop confidence whether working as a member of a group or individually
- for children to develop mathematical skills and strategies, both mental and written and be able to apply them to problem solving, including everyday real life situations
- for children to gain an appreciation of mathematics for its own sake
- for children to become familiar with mathematical vocabulary and use it with ease and understanding as a form of communication

The main principles for inclusion described in the National Curriculum are used as a foundation for our teaching of Maths.

1. NATIONAL CURRICULUM

The programme of study for KS1 and KS2 consists of:

- Number
- Measurement
- Geometry
- Statistics (Yr 2 upwards)
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Pupils' knowledge and skills should be developed within an integrated programme of these elements using the school's scheme of work.

2. ORGANISATION

Each class teacher is responsible for planning maths using the school's scheme as a starting point in the Junior classes, and the White Rose scheme of work in the Infant classes. Every class will have a daily maths lesson. During the week, there may be additional activities in shorter afternoon sessions. Pupils will experience a variety of teaching styles and will be taught as a whole class, in small groups or individually. Children in the junior classes are taught in sets, and children in parallel classes will be taught the same themes at an appropriate level for their ability.

An agreed set of principles for maths lessons are:

- 5 maths lessons a week as often as possible
- Stem sentences/ Key words (precise use of mathematical language)
- Answering in full sentences and explain reasoning
- Whole class interactive teaching for up to half an hour
- Use of representations to support pupils' understanding
- Procedural variation – questioning in different ways

- Conceptual variation – presenting the concept in different ways
- Opportunity for independent practice
- All children are challenged
- Reasoning alongside fluency
- Intervention or follow up for those who haven't understood
- Teaching small steps in understanding
- CPA approach – access to a range of resources
- Fluency practised at other times in the day eg quick maths

3. **INDIVIDUAL NEEDS**

Pupils are taught or challenged appropriately through differentiation of tasks and expectations. Children with an I.E.P. may also work with the Special Needs Teacher and/or Learning Support Assistants in small groups or individually.

Teaching assistants and HLTAs are used to support children throughout the school.

4. **ASSESSMENT AND RECORD KEEPING**

Teachers keep their own personal records of pupil progress, which may include:

- observations of pupils at work (individually or in a group)
- photographs and/or photocopies of children's work
- questioning, talking and listening to children
- written comments and/or verbal communication with the child about the work they have produced
- tracking objectives using Pupil Asset/ teacher mark books/ question level analysis from assessments
- published tests: NFER tests termly in KS2, at the end of year 1 and beginning of year 2, Key Stage 1 and 2 non-statutory and statutory assessments
- teacher devised tests
- reports to parents

Children's levels will be tracked termly on Pupil Asset.

5. **RESOURCES**

Each class has its own stock of basic practical resources. Larger items e.g. weighing scales, containers for capacity, are stored in the maths cupboard in the music room 'cloakroom' area.

A variety of published schemes and books are used across the school as 'dip in' resources. In particular, the school has purchased a number of the Collins Busy Ants resources and examples of Power Maths for years 1-6.

A small selection of books and ideas can also be found on the shelves in the staffroom.

Appropriate ICT tools are used where applicable.

6. **ROLE OF THE SUBJECT LEADER TEAM**

It is the responsibility of the sciences team to:

- keep up to date with developments in maths and disseminate information to colleagues as appropriate
- regularly review the policy
- be responsible for budget and spending
- organise and review resources
- monitor assessment and progress throughout the school
- inform governors about strengths and weaknesses in the subject
- ensure parents are aware of developments in the subject and are able to support their children appropriately