St Paul's Catholic Primary School
Maths Policy

St Paul's Catholic Primary School's Mission Statement

From the youngest to the oldest, we are enabled to flourish in God's love, grow in faith and,with the guidance of the Holy Spirit, work to fulfil our God given potential.

Our school family works together to support and challenge one another; each individual is valued and encouraged to appreciate their own unique worth and supported to achieve academic success.

St Paul's reminds us: 'Let all that you do be done in love.'

Reviewed: April 2022 (S Barnes)
Review due: July 2023

St Paul's Catholic Primary School

Introduction

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is integral to many aspects of daily life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them for life.

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at St Paul's Catholic Primary School and should be viewed in conjunction with the school's calculation policy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our aim at St Paul's is to make maths learning fun, engaging and accessible for all learners. In September 2020 we implemented Power Maths across the school. At the heart of Power Maths is the belief that all children can achieve. It's built on an exciting growth mindset and problem-solving approach. By following a mastery approach, our children will move along their learning journey in small, well thought out steps, so that each day their learning builds upon their prior knowledge. All ages of learners will use physical resources to gain a thorough understanding of new concepts before moving onto pictorial and finally abstract representations.

Aims and Objectives

Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.

We aim for **each** child to:-

1. Have a positive attitude towards mathematics.
2. Have self-confidence in their ability to deal with mathematics.
3. Be able to work systematically, co-operatively and with perseverance.
4. Be able to think logically and independently.
5. Experience a sense of achievement regardless of age or ability.
6. Understand the appropriate underlying skills, concepts and knowledge of number, measurement, shape, space and handling data.

7. Be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.

8. Understand and appreciate pattern and relationship in mathematics.

9. Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical language.

10. Be able to explore problems using the appropriate strategies, predictions and deductions.

11. Have equality of opportunity.

12. Be aware of the uses of mathematics beyond the classroom.

13. Encourage the use of mental calculations and efficient strategies to work out the answers.

For parents to:-

1. Be actively involved in their children's mathematical learning both in school and at home.

2. Understand and support the school's mathematics progression and home learning activities.

Teaching Mathematics

To provide adequate time for developing mathematical skills each class teacher will usually provide a daily mathematics lesson. Links will be made to mathematics within other subjects, so pupils can develop and apply their mathematical skills. Teachers shall also timetable for 5-10 minutes of mental maths daily outside their mathematics lesson.

Resources

Each class is resourced with a large amount of equipment, with some resources allocated to particular year groups. Teachers should ensure that resources are easily accessible to all pupils and children are trained to independently choose the manipulatives that will best support them in their learning.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve Promethean Boards, iPads, calculators and laptops. They will be used in daily mathematics lessons, as well as other sessions, when it is the most efficient and effective way of meeting the lesson objectives.

Planning

Teachers will follow the Power Mathszvwc3tc4 planning to ensure coverage of all objectives and progression across the school. Teachers should ensure **all** children are given regular access to challenges to apply their learning. Teachers will endeavour, where possible, to stretch children by deepening their understanding of concepts rather than moving onto to the next year's curriculum.

Assessment

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Teaching a unit of work will need careful initial and ongoing planning, informed by an assessment of children's learning.

Short-term assessments will be an informal part of every lesson to check understanding and give the teacher information, which will help to adjust day-to-day lesson plans.

Medium-term summative assessments will take place in each half term or at the end of a unit, as appropriate. These may be informal or formal and be used to evidence pupil's progress for Year 1-6.
Long-term summative assessments will take place at the end of terms 2,4 and 6 to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum mathematics tests for pupils in Years 2 and 6 and NFER assessments. Teachers will also draw upon their class records objectives and supplementary notes and knowledge about their class. Accurate information will then be reported to parents and the child's next teacher.

Self-Assessment
Where possible children should be involved in assessing their own work. This might include peer assessment.

Target Setting
Individual targets are based on information gathered from monitoring and evaluation for individual classes. Targets should have a number focus.

Management of Mathematics
JOB TITLE Mathematics Subject Leader
JOB PURPOSE
To lead and manage Mathematics within the school.
To secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
RESPONSIBLE TO:
The Headteacher and Maths Governor.
MAIN DUTIES
To liaise closely with colleagues in order to:
1. To be a role model and demonstrate good practice.
2. Keep the written policy document up to date and keep under review the scheme of work for Maths in line with the requirements of the National Curriculum.
3. Encourage and support staff in the implementation of the agreed procedures and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages.
4. Manage the financial allocation to Maths effectively and purchase and organise all resources, ensuring they are readily available and well maintained.
5. Monitor standards in Maths across the school through classroom observation, learning scrutiny, teachers' planning, and discussion with pupils and data analysis.
6. Contribute to whole-school curriculum improvement by advising the SLT and Governors' Curriculum Committee on areas of strength and weakness and identifying clear targets to improve and sustain pupil achievement.
7. Lead the teaching of Maths by example and afford colleagues the opportunity to share in good practice. Lead professional development in Maths in accordance with staff development needs and support and guide staff by encouraging the sharing of ideas.
8. Be aware of national development in Maths through reading relevant materials and attending courses when appropriate
9. Continue to attend and support maths hub groups in order to facilitate continuity of approach across all local schools.

10. Further parental involvement and knowledge by facilitating support and advice through parent meetings and disseminating relevant information.

11. Submit regular feedback on standards in Maths to the SLT.

12. Work to achieve equality of opportunity throughout the school.

Signed: …….. Date:
(Chair of the Governing Body)

Signed: …….. Date:
(Head Teacher)

NB:
This Policy was written in **December 2016 by S Barnes** and should be reviewed/ developed bi-annually.