



Worth Primary School- Maths Policy

This document is a statement of the principles, aims and strategies for the teaching of mathematics at Worth Primary School.

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Our Vision for Mathematics at Worth Primary School

Our vision is to provide all children with full access to the maths curriculum, enabling them to achieve confidence and competence – ‘mastery’ in mathematics. The majority of pupils will progress through the curriculum content at the same pace and differentiation will be achieved by emphasising deep knowledge and understanding through individual support and intervention. Children will be encouraged at every opportunity to ‘reason’ their mathematical understanding.

Aims

Our 3 key aims for pupils are:

- To become fluent in the fundamentals of mathematics
- To be able to reason mathematically
- To be able to solve problems by applying their mathematics to a variety of routine and non-routine problems

Purpose of Study

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct domains, but pupils should make rich connections across mathematical ideas. They should also apply their mathematical knowledge to science and other subjects.

Organisation

Teaching and learning at Worth Primary School is based on the 2014 Primary National Curriculum. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Decisions about when to progress will be

based on the security of pupils' understanding and their readiness to progress. Teaching Assistants work in class, supporting specific individuals or groups of children as directed by the teacher. Pupils who grasp concepts rapidly will be challenged through rich 'using and applying' tasks. Children who are not sufficiently fluent will consolidate their understanding through additional practice.

Curriculum Planning

The programmes of study for mathematics are set out year by year for Key Stages 1 and 2. We are, however, only required to teach the relevant programme of study by the end of the Key Stage. Within each key stage we have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, we may introduce the key stage content at an earlier stage, if appropriate.

Long term planning for maths is the Programme of Study outlined in the 2014 National Curriculum. From this, a yearly maths topic overview for each term has been devised to inform weekly planning. Teachers are confident of the knowledge and skills to be taught in the areas of number and place value; addition and subtraction; multiplication and division; fractions; measurement; geometry and statistics.

Assessment and Marking

Assessment in maths is continuous to inform planning and to diagnose strengths and weaknesses. Pupils' work is assessed informally throughout lessons and during marking. Teachers feedback to pupils and adjust planning accordingly allowing time for pupils to correct or improve their work. Additionally, the plenary will often involve an assessment for learning task. Summative assessment is gained regularly over the year through formal tests using SATS style questions. By the end of each key stage, pupils are expected to know, apply and understand the maths skills and processes specified in the relevant programme of study.

At the end of Key Stage 1 and 2 all children undertake statutory assessment tasks.

Targets are shared with children and parents where necessary.

Pupil progress meetings are held six times a year with the Senior Leadership team to closely monitor children's progress and to highlight any concerns.

Marking of maths work is completed daily and pupils respond to feedback and development questions using a purple pen.

Monitoring and Evaluation

It is the responsibility of the Head Teacher alongside the Subject Leader to analyse teaching and learning of maths throughout the school through observations, book looks, data and progress.

Use of ICT

Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of Key Stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure. Teachers will use their own judgement about when ICT tools should be used.

Spoken Language

The National Curriculum for Mathematics reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves, as well as others, and teachers ensure that pupils build secure foundations through discussion to probe and remedy any misconceptions.

Homework

In Key Stage 1 children are expected to practise their times tables especially counting in 2s, 5s and 10s.

In Key Stage 2 children are given a maths activity to complete every two weeks and are expected to revise their times tables also.

Resources

There are a range of resources to support the teaching of maths across the school. All classrooms have Smart Boards with access to the Internet. Practical equipment to support all areas of maths understanding is available in classrooms and also stored centrally.

For further guidance related to Maths at Worth Primary School please see our separate Calculation Policy and Marking and Feedback Policy.