



HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL

Maths Policy

Our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

Intent:

Mathematics is an important creative discipline that helps us to understand and change the world. Our curriculum develops skills, knowledge and fluency in maths, that enables pupils at Hipswell Primary School to experience the power and enjoyment of mathematics and develop a sense of curiosity about the subject. Pupils will apply creative thinking to problem solving, justify and reason with others using a rich mathematical vocabulary. Taking a metacognitive approach when teaching maths, we want pupils to have a positive, resilient and confident approach to Maths.

Aims:

We aim to make mathematics fun!

- Have a positive attitude to mathematics
- Have self confidence in their ability to deal with maths and achieve their potential in Mathematics.
- Develop Mental Fluency, Reasoning Skills and Problem Solving strategies consistent with their age.
- Be able to work systematically, cooperatively and with perseverance.
- Be able to think logically and independently.
- Experience a sense of achievement regardless of age or ability.
- Understand the appropriate underlying skills, concepts and knowledge of number, measurement, geometry and statistics.
- Effectively use manipulatives to support thinking, learning and understanding.
- Be able to apply previously acquired concepts, skills and knowledge and understanding to new situations both in and out of school.
- Understand and appreciate pattern and relationship in mathematics.
- Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical vocabulary.
- Be able to explore problems using appropriate strategies, predictions and deductions.
- Be aware of the use of mathematics beyond the classroom.

- Encourage the use of mental calculations and efficient strategies to work out solutions to enable them to develop procedural fluency alongside their conceptual understanding.
- To encourage parents to be actively involved in their children's learning both in school and at home.

Foundation Stage:

The teaching of Mathematics is guided by the requirements and recommendations set out in the Early Years Foundation Stage document.

This document outlines the expectations for Number and Shape, Space and Measure that must be met by the end of the Foundation Stage.

We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use, enjoy, practise and talk confidently about Mathematics.

Mathematics is implemented through planned, purposeful play and through a mix of adult led and child-initiated activities.

Implementation:

- Pupils experience a daily Mathematics lesson. This is planned using the National Curriculum for Mathematics 2014. Objectives are shared with the pupils.
- Lessons will be planned using planning from The White Rose Hub.
- At the end of every two/ three weeks children are assessed on the areas taught during that period.
- Each term (September, January and April) feedback and target are set with the pupils. (Focused Mentoring)
- Teachers deploy Support Staff for focussed work with small groups of pupils.
- Activities to support learning are differentiated as appropriate and a range of support materials are used, including intervention programmes: Success at Arithmetic and First Class at Number when support staff is available.
- The development of reasoning and problem solving skills is a key part of the curriculum.
- Wherever possible, concepts are embedded in real life and practical contexts, where emphasis is given to discussion and the correct use of vocabulary.
- Each classroom devote space for displays of relevant vocabulary, key facts and resources that are accessible to the children.
- I.T. resources (RM Maths- daily program in KS1 and Conquer Maths in KS2) are used where appropriate to enhance learning.
- Opportunities during Themed Weeks are provided for application of mathematical skills in other curriculum areas.

- Homework is given to support the learning of mental maths facts (SMIRFs) to reinforce concepts and aid fluency (KS2 - MY MATHS).
- Mastery in Maths tests are used to assist analysis of gaps in learning for new pupils upon their entry to Hipswell and then planning and structured support is provided for these pupils.
- At the end of each term Teacher Assessments for every pupil are made and recorded on Target Tracker. Data is analysed termly and actions implemented.
- GL Assessments for all classes will be administered at the beginning and end of the school year. The appropriate test will be administered to children starting mid-year.
- Summative assessments at the end of Year 2 and Year 6 are analysed, actions are agreed and are implemented by the Subject Leader, Senior Leadership Team and Governors as appropriate.
- A system of monitoring teaching and learning, and evaluating provision and standards is agreed and implemented each year. (See School Development Plan - Mathematics)

Professional Development:

- The Subject Leader is a SLT for The Swaledale Alliance (Metacognition in Maths)
- Regular staff training is led by the Subject Leader in staff meetings.
- Courses are attended by staff, according to targets set at Appraisal
- Meetings and or in line with current school priorities.
- The Subject Leader attends network meetings organised by the Local Authority.
- The Subject Leader works closely with the Local Cluster of schools to identify trends and to support developments.

Monitoring

Periodically, the quality of teaching and learning in computing will be formally monitored by the subject leader/head teacher through classroom observations, work scrutinies, learning walks, pupil conferencing and data analysis.

The teacher responsible for leading Maths is Edith Gallagher.

Agreed date: June 2021

Review date: May 2022