

Holy Trinity Rosehill VA CE Primary School



Maths Policy

Date: July 2017

Review Date: July 2018

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MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- Love God
- Love Learning
- Love Each Other

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

INTRODUCTION AND RATIONALE

At Holy Trinity Rosehill VA CE Primary School, we believe that when studying mathematics, children develop skills in using and applying mathematics, number and algebra, geometry, measures and statistics. We also believe that mathematics equips children with a powerful set of skills to understand, interpret and change the world. These skills include logical reasoning, problem solving skills and the ability to think and work in abstract ways.

Mathematics is important in everyday life. It is a universal language and integral to all aspects of life. With this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics, in their life long journey of learning.

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

POLICY OBJECTIVES

At Holy Trinity Rosehill VA CE Primary School we aim to raise standards in the teaching and learning of mathematics by:

1. Developing a positive and enthusiastic attitude to mathematics.
2. Creating a stimulating environment, conducive to mathematical learning.
3. Promoting the understanding of mathematical language, the acquisition of a range of mathematical concepts and skills and the development of maths.
4. Encouraging all children to be confident and competent in the manipulation of number, measures and shape.
5. Providing a broad range of mathematical activities and experiences appropriate to the age and ability of the children, enabling each child to learn at his/her own level.

Our policy is designed to:-

1. Provide a framework for the teaching of mathematics which ensures that each child receives his/her entitlement in the subject.
2. Secure progression in both written and mental maths skills and between the key stages represented in our school and to ensure that the links with the learning in the next key stage are sound (refer to progression in written calculations document for further information).
3. Provide a means of achieving consistency in the way in which mathematics is taught throughout the school (refer to progression in written calculations document for further information).

MATHS CURRICULUM

EYFS

At Holy Trinity Rosehill VA CE Primary we follow Early Learning Goals in the Foundation Stage. In Reception/Nursery aspects of mathematics are introduced. During the summer term children in the Reception class will partake in a daily mathematics lesson to ease their transition from Reception to year one.

KS1 and KS2

In KS1 and KS2 we follow the programmes of study for National Curriculum mathematics and the learning objectives set out in the revised Primary framework for Mathematics.

A daily mathematics lesson takes place in school from year one onwards, lasting up to 60 minutes (the exception to this would be if year groups have one writing morning and one maths morning each week). Mathematics is delivered to individual groups according to the nature of groups, including 1:1 work, small group work and through independent work systems.

Direct teaching and interactive oral work play a major part in the mathematical lesson.

There is an emphasis on progression in mental calculations / times tables etc.. which can take place at any part of the lesson.

All children engage in mathematics relating to a common theme but differentiation enables all children to achieve at their own level and to reach their full potential.

As a school we believe that our children need to be taught the basic skills including life skills. This plays an important role in maths throughout the school.

The daily maths lesson follows a three part structure as is set out in the maths framework. This means regular oral and mental work, whole class teaching with teachers engaging pupils with clear instructions and effective questioning. The plenary plays an important role in allowing time to go through any misconceptions and time to use AFL to inform the next lesson.

Our mathematics teaching will involve problem solving and investigative activities, using knowledge, skills, interests and questions which children bring into the classroom. All children are encouraged to work co-operatively as well as independently as this provides an ideal opportunity for children to develop positive social relationships. Sharing ideas and helping one another are important lessons for children to learn.

It is important for children to gain facts and information about the work in hand and to have the opportunity to apply this knowledge in practical ways. This active involvement makes learning more interesting, more meaningful and more likely to make sense to the children and to be remembered.

PLANNING

Long term and medium term planning is structured following guidance set out in the Primary Framework for Mathematics.

Class teachers plan their weekly maths lessons (short term planning), which list the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. These plans are included within weekly timetables and are available on the school Learning Hub.

ASSESSMENT AND MONITORING

Assessment in Maths at Holy Trinity Rosehill will focus on:

- Developing key Numeracy and Mathematical skills
- Applying their skills in their learning, in their daily lives and in preparing for the world of work

Assessment

There are many different ways in which we use assessment in maths at Holy Trinity Rosehill. These include:

1. Formative- informing the planning process of the next steps to teaching and learning.

Formative assessments may be made on a daily or weekly basis and pupils' progress is recorded using the Classroom Monitor mark books.

Effective assessment for learning involves:

- the sharing of learning objectives with pupils.
- helping pupils identify, know and recognise the criteria for success.
- providing feedback and marking that helps pupils to identify how to improve (refer to marking policy for further guidance).
- pupils learning self-assessment techniques to discover areas they need to improve.
- the use of effective questioning to assess progress.
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement.
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.
- establishing a positive climate for learning.

2. Summative- measuring pupil performance and achievements at a particular stage.

This will be used to:

- support teachers' judgements.
- monitor and support children's performance.
- provide children with information about how well they have learned and understood a topic taught over a period of time.
- provide pupils with feedback on how they can continue to improve.
- evaluate both pupil learning at the end of an instructional period and the impact of teaching.
- support teachers in planning for subsequent teaching and learning through error analysis.
- monitor the performance of pupil cohorts throughout the school.
- identify where interventions may be required to ensure pupils are supported to achieve sufficient progress and expected attainment.
- inform parents/carers about achievement, progress and wider outcomes.

A range of maths 'in-school summative assessments' will be used including,

- pre-topic and end of topic/unit tests.
- published tests in a 'SATs' style format.

All information from these assessments is used to inform teachers' judgements and recorded in the Classroom Monitor mark books.

3. Nationally standardised summative assessment - measuring pupil attainment and progress against own targets, national targets and their peers at specific times during their educational journey.

The school is committed to fulfilling its statutory requirements with regard to assessment and reporting, as laid down by DfE requirements (including the ARA).

Nationally standardised assessments will be used to:

- provide information on how children are performing in comparison to children locally and nationally.
- provide parents/carers with information on how the school is performing in comparison to schools locally and nationally.
- ensure teachers have a clear understanding of national expectations and assess their own performance in the broader national context.
- enable the SLMT to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
- inform the Local Authority, OFSTED and the diocese about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- a baseline assessment in Nursery
- foundation Stage Profile at the end of Foundation Stage
- National Curriculum tests and teacher assessments at the end of KS1
- National Curriculum tests at the end of KS2

Observation assessment in the Early Years

Observation is the key to assessment in young children. On-going observations of children participating in everyday activities builds up an accurate picture of what our children know, understand, feel, are interested in and can do in relation to the areas of learning and development. These individual pictures will be built up over time and in a range of contexts.

The EYFS uses Classroom Monitor and 2Simple as its main forms of recorded assessment. This is based on both observational assessment and academic

achievement gathered from the children as they progress through the EYFS. Information is gathered and informs the Early Years Foundation Stage Profile at the end of the Reception Year.

For further information regarding assessment, please refer to our assessment policy.

Monitoring of Teaching and Learning

Teaching and learning will be monitored within the school monitoring process to ensure quality teaching and learning. The SMT (including governors at times) will observe progress, curriculum coverage and the variety of learning opportunities when monitoring term plans and daily plans. Please refer to our annual monitoring timetable.

TIMETABLING

Where possible, maths lessons are taught on a morning (although this isn't always possible due to other timetabling restraints).

A daily mathematics lesson takes place in school from year one onwards lasting up to 60 minutes (the exception to this would be if year groups have one writing morning and one maths morning each week).

E-LEARNING

E-Learning extends beyond the computing curriculum at Holy Trinity Rosehill C.E. (VA) Primary School and we use technology across all subjects. We believe that children should be equipped with the skills to access an ever-changing world and the use of technology across the curriculum aims to develop them to do this. E-Safety guidelines and principles should also be embedded in any use of technology which uses the internet and children should be taught responsible and safe use digital technologies.

We encourage children at Holy Trinity Rosehill to use ICT to support their learning in maths, ie, through the use of maths programs, such as Education City, Maths Boot Camp (Y6). Pupils can access these safely through our school learning hub.

INCLUSION

Maths is provided for all children at Holy Trinity Rosehill CE VA School. Staff plan work, which takes into account the differences in the range of abilities of the pupils in order to maximise their potential and extend their abilities and to allow children access to all parts of the Maths curriculum. Maths seeks to

recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the Maths curriculum in an environment where there is trust, fairness and respect.

HEALTH AND SAFETY ISSUES

The school is committed to pay due regard to the health and safety issues of pupils when carrying out learning activities as set out in relevant policies such as Health and Safety, Safeguarding and Educational Visits.

COMMUNICATION WITH PARENTS

We endeavour to communicate with parents regarding curriculum through termly year group newsletters

ROLE OF COORDINATOR

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.