Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”*

***Colossians 3:23***

Mathematics Policy

**Introduction**

At Bollington St John’s, we are committed to offering all our pupils a broad and balanced experience of mathematics as defined in the National Curriculum 2014 programmes of study, with planned opportunities for all pupils to become fluent in using and applying fundamental mathematical skills and knowledge.

Pupils are also taught, appropriate to their age and development, how to appreciate the beauty and power of mathematics and its relevance and importance to everyday life as well as developing a sense of enjoyment and curiosity about the subject.

**Aims and Objectives**

At Bollington St John’s, we aim to ensure that all our pupils-

* Develop fluency in conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
* Develop an ability to reason mathematically, with a focus on key vocabulary
* Develop the ability to solve problems through application of their mathematical skills and knowledge to increasingly complex challenges over time

**Cross Curricular Links**

Long term and medium term planning ensures that all aspects of the 2014 curriculum is included through the White Rose scheme of work. Our curriculum plan shows cross-curricular links, giving pupils the opportunity to apply their Mathematical knowledge.

In line with the National Curriculum 2014 which states that ‘Teachers should develop pupils’ spoken language, reading and writing as integral aspects of the teaching of every subject’, our teaching of mathematics focuses on embedding literacy. This is done in three key ways-

* Spelling key terms correctly
* Promoting the use of Mathematical language during lessons
* Developing literacy through discussion

**Teaching and learning style**

At Bollington St John’s, we follow the 2014 National Curriculum for Mathematics, using the year-by-year programmes of study, adapting these where necessary depending on how pupils’ current understanding and readiness to progress to the next stage of learning. We use the White Rose scheme of learning alongside additional teaching and learning resources: NCTEM, NRICH, I See Maths resources and Hamilton Trust.

To deliver the mathematics curriculum, the children mainly work in classes, with additional adults providing support, consolidation and enrichment where appropriate. Mixed-aged class plans from White Rose are used to teach the whole class together, with differentiated objectives when the objectives are linked, or to teach year groups separately where appropriate. Children who do not master an objective within class are supported to enable them to gain more experience through same day or, if necessary, longer term intervention. Pre-teach of key vocabulary or content is also used for pupils where need is identified in order to ensure the pupils are ready to start new learning alongside their peers.

It is the responsibility of each class teacher to:

* Plan and organise their class teaching and learning of mathematics, using the school’s planning and guidance documentation
* Ensure that teaching and learning activities selected allow all pupils to develop their fluency, mathematical reasoning and competence in solving increasingly complex problems
* Make use of concrete, pictorial and abstract representations, in guidelines with the school calculation policy

In the Foundation stage, the activities are organised to promote social skills and the development of mathematical language understanding, counting and number. Teaching will be based on the objectives in the Framework for EYFS, working towards the Early Learning Goals. This will prepare the children for starting the National Curriculum in Year 1. EYFS and Key Stage 1 pupils use the Mastering Number programme to embed good number sense including fluency and flexibility with number facts. In Key Stage 2, fluency of number fact is continued to be developed with this daily practice using direct teaching and the ‘Daily 10’.

**Assessment and Marking**

Assessment of Learning

Assessment for learning involves judging pupils’ performance against National Standards. These occur at defined periods of the academic year and involve pre-determined SATs assessments for Year 2 and 6 as well as commercially produced tests for Years 3, 4 and 5. The data is collected and used to support teacher assessment which is input into whole school tracking.

Assessment for Learning

Assessment for learning involves on-going, daily assessment in the classroom to raise pupil’s attainment. It is carried out formally and informally, by all members of teaching and support staff. It has a direct impact on the teaching following the assessment.

Self-Assessment

Pupils are encouraged in all lessons to assess their own work, giving them ownership of their learning. This is done at every age, in both formal and informal ways. Self-assessment can be completed before and after activities and impacts teachers’ future planning. These assessments include smiley faces in key stage 1, traffic lights in key stage 2, alongside written explanations at the end of pieces of work when appropriate.

Marking

* Positive comments/ticks are made according to the l.o. in pink pen.
* Green in used to identify areas for the pupils to revisit/consolidate or challenge the pupils, using ‘Draw it!’, ‘Explain it’, ‘Model it’ prompts
* Children self-assess in red pen
* Children are given time, as appropriate, to respond to feedback from previous lessons

Presentation

* Children to respond to comments in green pen by staff
* Short date and learning objective should be written and underlined at the start of each piece of work
* One digit per square

**Monitoring and Review**

The Mathematics subject lead completes the following leadership cycle-

* Learning walk/lesson observation- Maths will be observed on a regular basis as part of the whole school improvement and monitoring cycle. Observations will identify strengths and areas for improvement, which will be supported and revisited
* Book Look- The Mathematics subject lead and SLT will monitor books, ensuring they focus on a range of abilities. Positives and areas for development will be fed back to staff, support will be put into place and monitored. NQTs to the school will have additional support from their mentors
* Child voice- The Mathematics subject lead will speak to pupils about how they feel about mathematics and their progress. There may be specific focuses linked at the Mathematics development plan
* Data analysis- Data analysis is used to track progress of all pupils and to help inform target setting and subsequent action planning

**Equal Opportunities**

Bollington St John’s is an inclusive school. We positively seek to remove barriers to learning that can hinder or exclude individual pupils, or groups of pupils. Alternative assessments are used to assess progress when appropriate. Individual Support Plans are reviewed each term and targets are set to ensure progress is attainable.

**Roles and Responsibilities**

The Mathematics leader and Head teacher will ensure this policy is implemented throughout the school. The Governing Body in co-operation with the Head Teacher will determine the school’s general policy and approach to mathematics in the school.

In addition:

The subject lead will:

* Be a role model and demonstrate good practice
* Keep up to date written policy
* Keep up to date action planning
* Keep under review the long and medium term plans for mathematics in line with the requirements of the National Curriculum
* Encourage and support colleagues in the implementation of policy and monitor the progression of activities and consistency of approach across both Key Stages and the EYFS
* Monitor standards of mathematics across the school through classroom observation, work scrutiny, child voice and data analysis
* Contribute to the whole-school curriculum improvement by advising the SLT and Governor’s on the areas of strength and areas for development identified in the leadership cycle and identify clear targets to improve and sustain pupil achievement
* Lead the teaching of mathematics by example and afford colleagues the opportunity to share good practice
* Lead professional development of mathematics through reading relevant materials and attending courses when appropriate
* Further parental involvement and knowledge of facilitating support and advice through parents’ meetings and by disseminating relevant information
* Submit regular feedback on standards in mathematics to the SLT and in turn the governors
* Work to achieve equality of opportunity throughout the school

Class teachers will:

* Ensure progression in the acquisition of mathematical skills
* Develop and update their skills, knowledge and understanding of mathematics and take advantage of training opportunities when necessary
* Plan effectively for mathematics
* Plan effectively for all learners
* Keep appropriate on-going records, using Classroom Monitor
* Inform parents of pupils’ progress, achievements and attainment
* Employ a variety of teaching styles using various methods and different techniques to enable all children to maximise their learning

We will encourage parents to be involved by:

* Setting out the school curriculum for mathematics on a year-by-year basis and making this available online
* Make use of maths scrap book, through the family maths toolkit resources, to engage parents and wider families with maths
* Send home an annual report outlining their child’s progress and targets for the start of the following academic year
* Giving informal feedback on their child’s progress

Date: March 2024