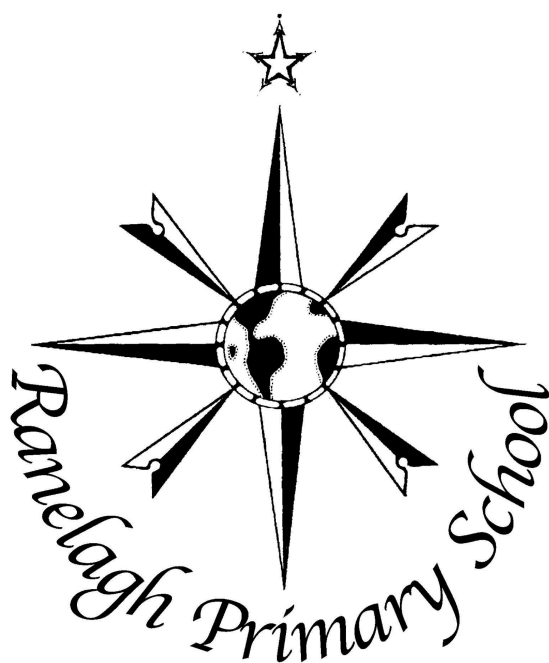


Maths Policy



Maths Policy

Ranelagh Primary School

Introduction:

Mathematics equips pupils with a unique and powerful set of tools to understand and change the world. These tools include mathematical fluency, logical reasoning and problem solving skills.

Mathematics is integral to all aspects of life and with this in mind we try hard to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them as they transition to secondary school and beyond. Ranelagh Primary School follows the National Curriculum (NC) for mathematics and ensures there is continuity and progression in the teaching of mathematics.

Aims:

- provide pupils with a curriculum that produces fluent mathematicians
- provide opportunities for children to verbalise and record their reasoning in maths so that they have the confidence to and enjoy using our language of reasoning: describe, explain, convince, prove
- provide pupils with a mathematics curriculum, which will produce individuals who are creative, independent, inquisitive, resilient and confident thinkers
- provide a varied and challenging approach to mathematics learning
- use the Concrete, Pictorial, Abstract approach to teaching and learning, ensuring pupils have adequate resources and a stimulating learning environment
- provide quality teaching through the school in order to maintain standards in maths
- ensure that the NC for teaching mathematics is used
- ensure that the Early Years Foundation Stage (EYFS) maintains an integrated approach in the whole curriculum
- encourage parents to be involved in maths by providing parent child workshops/ sessions
- ensure every pupil meets their full potential through monitoring and interventions
- ensure every pupil receives regular and poignant feedback in order to move their learning on
- mathematical language is part of pupils' everyday vocabulary and is present in the classroom, as is the language of reasoning

Lesson Organisation

Reception and Nursery (EYFS)

In EYFS (Reception and Nursery) we follow the EYFS framework. Teachers ensure the children learn through a combination of adult led activities and child-initiated activities both inside and outside the classroom.

Pupils in EYFS will have a maths focus activity which is taught to one group a day throughout the week. In addition to this, problem solving, reasoning and numeracy will be planned for in other areas of learning. For example, in the role play corner, children will be encouraged to count money for buying and selling, or to share equipment. In construction, children will be encouraged to think about shape and space and be challenged to create models and structures with criteria.

In Reception classes, maths should be recorded in books twice a week. In Nursery, maths will be recorded in books twice a week. Photos are used as evidence of maths learning using 2Simple .In nursery and reception classes, maths is recorded in books twice a week.

Key Stages 1 and 2

Lessons are planned following the medium term plan. Test Base and White Rose maths resources can be used to support planning.

From Years 1 to 6, maths is taught for 45 minutes-1 hour daily. The skills acquired in the numeracy lesson are applied across the curriculum. This is evidenced in Ranelagh Curriculum books.

Teachers begin each topic by assessing their class's knowledge in that area, providing challenges from the outset and scaffolding back as needed.

Number fluency is taught at the start of each maths lesson to develop fluency in Years 1 to 6. This could be a lesson on a specific skill or practice and consolidation of all the number fluency skills pupils have been taught so far. Pupils' learning is varied either procedurally or conceptually in order to provide challenge. This is clear in books.

The language of reasoning (describe, explain, convince, prove) is used frequently in lessons, evident in books and in pupil voice. Children are asked to check whether their answer is reasonable. There is also an emphasis on the development of mathematical vocabulary, which can be seen around the classroom. Teachers ensure that they model the correct use of mathematical vocabulary.

Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute. Teachers differentiate tasks in order to meet the needs of and challenge all pupils.

Teachers and teaching assistants will work with a different focus group daily or give 1:1 support where needed.

There is a balance of practical, written and mental work. The CPA approach is used in lessons to support and challenge pupils.

Setting

Children are placed in sets in Year 6 and in the summer term in Year 5, depending on the needs of a particular cohort.

Assessment

It is an integral part of teaching and learning and is a continuous process.

Assessment is carried out in the following ways:

- orally through questioning
- observation of children at work
- marking of children's work
- planned assessment activities linked to the key objectives
- assessment tests at the end of Spring and Summer term
- Teachers assess children against NC objectives and grade them as emerging, expected or exceeding according to the end of year standards.

Mathematics in the Ranelagh curriculum

We incorporate mathematics into a wide range of other subjects and seek to take advantage of multicultural aspects of mathematics e.g. Islamic patterns in RE.

Teachers make links to maths where possible across the curriculum and evidence of this at least once a half term in the Ranelagh Curriculum books.

Monitoring

Plans and books are monitored frequently and written feedback is given every half term, to ensure progress is being made and objectives are being taught.

Special Educational Needs

Children with special educational needs, including high achieving pupils are included and planned for by the class teacher. Support is available from the inclusion team.

All pupils take part in the daily numeracy lessons.

- Teachers plan lessons so that all pupils can be included and can make progress in the lesson.
- Teachers differentiate questions, with some targeted at specific pupils.
- Teachers also ask open questions that allow all children to take part.
- Teachers differentiate activities and outcomes as appropriate.
- Teachers use a wide range of concrete and pictorial resources.
- During whole class teaching, help is given to particular children by teaching assistants where available and as part of the pupils' learning targets.
- During activities, children are supported by teaching assistants as deemed required.

Written Feedback

Pupils record their maths learning three times a week in books in Years 1-6.

Written feedback with next steps is given. Children's work is marked once a week and intervention marking is evident. Verbal feedback is given during the lesson to ensure children make the best possible progress.

Written feedback provides pupils with guidance on how to improve their work and provides pupils with a next step.

The language of reasoning is evident in marking through teachers asking their pupils to describe, explain, convince or prove.

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of mathematics through parents' evenings, workshops and assemblies.

Maths homework tasks are set up for the children each week. Homework tasks are linked to work covered in class that week and specifically targeted maths as appropriate to individual children.

Pupils are provided with accounts to Times Table Rock Stars, J2e and Maths Prodigy which they are encouraged to access at home.

Teachers may also set their pupils weekly maths homework to consolidate their learning through a short activity.

Pupils also have time table booklets to use at home.

Maths Champions

Certificates and medals are awarded to those pupils who complete their bronze, silver and gold times table challenges.

Rock Star awards (certificates and prizes) are awarded to pupils who have made excellent progress or achieved a high speed on Times Table Rock Stars on a Friday in Assembly. The maths leader assesses the progress of the users weekly.

Pupil Maths Leaders

Peer intervention is provided to those pupils who will benefit. Year 6 mathematicians use the Number Fluency booklet to support those pupils chosen for intervention. This takes place each morning when the pupils arrive at school. Progress is monitored and discussed at the progress and standards meetings

Reporting Procedures

Annual reports to parents include comments on:

- pupil progress
- pupil effort and attitude
- pupil strengths and improvements