**Bewsey Lodge Primary School**

****

**Mathematics Policy**

|  |  |
| --- | --- |
| Reviewed by Governors |  |
| Reviewed by staff |  |
| Date of implementation | September 2024 |
| Date of Review | September 2027 |
| Signed by Chair | N. Spencer |
| Signed by Co-ordinator | N. Muia |

**Our safeguarding mission statement**

Our mission is to ensure that all children and adults are safe from harm at all times and can thrive in an environment which is secure and free from abuse or bullying of any kind.

We work hard in creating a welcoming atmosphere, which develops the social and emotional needs of everyone; supporting, questioning, loving. At our school people are nurtured, valued and treated equally. Worries, concerns and thoughts are listened to and addressed in an environment of mutual respect.

At our school we are proud to feel:

**SAFE SECURE LOVED**

### **Maths**

### **Introduction:**

This policy outlines the aims, organisation and management for the teaching and learning of mathematics at Bewsey Lodge Primary School. It is based on the 2014 National Curriculum (NC) programmes of study (PoS). The EYFS profile is used for children at foundation stage.

### **Purpose and Aims:**

The purpose of this policy is to ensure that all staff members are able to implement the teaching of maths to a high standard in order for all pupils to achieve the best of their ability. Consequently, it is fundamental that all basic skills are embedded, before advancing onto more complex objectives, in order for children to successfully develop and progress in their learning. Nevertheless, 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 should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts more rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice (in lessons and as an intervention) before moving on.

**Our aims in teaching mathematics are:**

* To equip pupils with the basic mathematical skills they need in order to become fluent in number.
* To develop children’s ability to accurately apply the fundamentals of mathematics when solving problems.
* To enable pupils to express themselves and their ideas using the language of mathematics with assurance. Reason mathematically.
* To promote enjoyment of learning through practical activity, exploration and discussion.
* To develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
* To nurture a fascination and excitement of mathematics.
* To promote confidence and competence with numbers and the number system.
* To be able to use and apply the skills in other curricular areas.
* To help children understand the importance of mathematics in everyday life.

**Leadership and Management:**

The subject leader’s role is to empower colleagues to teach maths to a high standard and support staff in the following ways:

* By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
* Leading by example / modelling lessons or styles of teaching.
* Having a knowledge of the quality of mathematics provision across the school.
* Identifying and acting on development needs of staff members.
* Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
* Providing necessary equipment and maintaining it to a high standard. Resources kept both centrally and within the classrooms (in clearly labelled trays).

**Organisation:**

* The EYFS profile is used for children at foundation stage. At this age, pupils experience mathematics on a daily basis. This early introduction to mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Opportunities for mathematics should be developed through daily routines and all areas of learning.
* Throughout school, we develop cross-curricular teaching and learning wherever possible (when this is valuable and enhances knowledge and understanding), however we understand that often, sessions need to be taught discretely.
* A typical/daily mathematics lesson of 60 minutes is taught from Year 1 to Year 6.

**Teaching strategies**:

In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted:

* Singapore Maths has been introduced from November 2015 to promote concrete, pictorial and abstract learning opportunities from Year 1 – Year 6.
* In September 2021 Singapore Maths was also introduced to the Reception curriculum with bespoke activities.
* Wherever possible practical ‘real’ activities are used to introduce concepts and reinforce learning objectives.
* Opportunities to transfer skills learnt, to real situations, are used whenever possible.
* Activities are planned to encourage the full and active participation of all pupils.
* Teachers differentiate tasks throughout the lesson in order to meet the needs of all abilities.
* Teachers place a strong emphasis on correct use of mathematical language; this is supported by key vocabulary being displayed.
* Teachers value pupils’ oral contributions and create an ethos in which all children feel they can contribute.
* Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.

**Environment:**

It is important that the classroom environment supports both the learning and teaching of mathematics.

The school aims to provide a mathematically stimulating environment:

* through accessible mathematical vocabulary displayed in and around the classroom;
* through the use of maths within role play areas;
* through interactive displays that promote mathematical thinking and discussion;
* through displays of pupils’ work that celebrate achievement;
* by providing a good range of resources for teacher and pupil use.

**Monitoring and Evaluation:**

The quality of teaching and learning is monitored by the by SLT - as part of the appraisal process through lesson observations and monitoring progress and attainment towards end of year targets. In addition, continuity and progression across the school is monitored by the maths/assessment subject leader as is the implementation and impact of Assessment for Learning. Actions identified in the SDP and Maths Action Plan, intended to raise standards, are also monitored for implementation and, when appropriate, impact.

**Assessment, Recording and Reporting:**

Assessment takes place at three connected levels: short-term, medium-term and long-term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Formative assessments:**

‘Assessment for Learning’ is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children. This information informs subsequent planning and next steps in teaching and learning. Planning is annotated to demonstrate adaptations and provide feedback about children’s individual/group progress.

**Summative assessments:**

These take place termly (or where the class teacher feels necessary), using existing SATs papers (Y2 and Y6), Nfer testing and/or other appropriate material. Results are collated by the maths/assessment coordinator and passed to SLT who use this data to inform Pupil Progress Meetings with class teachers.

**Equal Opportunities/Inclusion:**

All pupils will have equal opportunity to reach their full potential across the mathematics curriculum regardless of their race, gender, cultural background, ability or physical disability. The school’s inclusion policy applies to the teaching of mathematics as to all other subjects. All children will have their specific needs met through differentiated work in conjunction with targets on Individual Education Plans (IEPs).