BISHOP HOOPER C.E. PRIMARY SCHOOL

Maths Policy

The following policy reflects our values and philosophy in relation to the provision and teaching of mathematics at Bishop Hooper School to produce children with mathematical fluency, children who confidently and successfully undertake mathematical activities both in the classroom and the world beyond. Mathematics is perceived as a vital life skill as well as an academic pursuit**.**

Policy Statement

Children that have mathematical fluency are confidently able to apply their mathematical knowledge and skills both at school and in their daily lives. When possible, practical opportunities, using models and real life situations are incorporated. This will support and increase all children's access to excellent teaching, leading to exciting and successful learning.

Aims and purposes of mathematics

Maths teaching should contribute to the acquisition of life-long skills and promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
Through our provision we aim that children:

- will be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations, using them with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- can estimate the approximate size of the answer to check the reasonableness of their calculations
- will leave primary school with an efficient, reliable, compact written method of calculation for each operation
- develop a range of mental calculations strategies, aided by informal jottings where necessary, and the ability to recall knowledge rapidly and accurately
- are confident in the fundamentals of maths and be able to reason mathematically
- understand the importance of mathematical skills in everyday life

Achieving and Maintaining High Standards

The staff at Bishop Hooper have worked hard to understand the factors that lead to high standards in maths, and have developed a common approach to teaching maths throughout the school based on the following assumptions:

- The need to follow the agreed school curriculum, alongside the school Calculation policy.
- The primacy of mental calculations, backed by accurate and rapid recall of number facts, is acknowledged.
- The importance of incorporating a range of teaching approaches, together with appropriate differentiation.

Planning

Our medium-term mathematics plans give details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term. (See Appendix 1)

Our short-term planning follows four key principles. They are:

- a dedicated maths lesson every day

- direct, instructive and reflective teaching with the whole class and groups leading to active learning
- emphasis on mental calculation
- controlled differentiation with all pupils working on a common theme

Planning, where possible, should involve real life contexts for maths, where children are problem solving with a purpose in mind.

There will be a whole class investigation planned at least once per half term to practice different elements of problem solving, including: finding all possibilities, logic problems, finding rules and describing patterns, diagram/visual problems and exploring different aspects of number. This quality learning is allocated a morning of curriculum time which we call **'Mad4Maths'** each half term. During this time, children should be given the opportunity to to apply their maths skills to different problems across the curriculum. This will also allow children to revisit, practice and consolidate different areas of maths and apply them within different contexts.

Organisation of Maths Lessons

In the Early Years Foundation Stage, maths is underpinned by the Characteristics of Effective Learning. Child initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out. In the EYFS maths is also taught as a discrete subject through child-led themes. In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration.

From Year 1, mathematics continues to be taught as a discrete subject, following the principles described above. In the EYFS mathematics forms a fundamental part of the day through child initiated learning. In Reception adult-led lessons are between 50-60 minutes. Maths lessons in Key Stage 1 also last between 50-60 minutes and 60 - 70 minutes in Key Stage 2. Daily mental maths sessions are an integral part of every maths lesson.

Assessment, Recording and Reporting

Assessment in maths is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps to extend their learning at the end of each lesson, where appropriate. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals, and records of achievement in the key skills in maths for each year group are updated termly in individual pupil 'Tracker Books'. Pupils also have a 1-1 session with their class teacher at the start of each term where progress in different areas of maths is discussed and new personalised maths targets set for the term.

Summative assessments are made at least termly, in order to provide further understanding of a child's ability and provide important information for staff and parents, including a chronological age in maths and a maths standardised score.

Calculation assessments are carried out in December and July each year in order to assess breadth in strategies and accuracy using all four operations in maths. These assessments also help staff to check whether children have 'number sense' and are using the most effective and efficient strategy in calculation.

Equal Opportunities

The maths policy firmly supports the equal opportunities philosophies of the school and all children will have access to the maths curriculum.

Special Educational Needs and Disabilities (SEND)

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow access to maths for pupils with SEN, including provision for pupils that are exceptionally able in mathematics.

Tracking is used in order that children who are not making good progress over time can be targeted for support in one form or another. A 'Pupil Progress Meeting' is held at the start of each term to discuss what that support will be and how intensive - depending upon the child's needs it may be a simple strategy within whole class teaching that is needed or, where further support is deemed necessary, children can access interventions appropriate to their age and ability. (See SEND Policy and Information Report.)

Curriculum Leadership

The role will include:

- Inspiring an exciting and creative approach to maths teaching
- Supporting maths teaching through advice, guidance, CPD and resources
- Sharing information acquired from courses or other sources that may be beneficial to staff
- Reviewing the maths policy and monitoring its implementation
- Regularly evaluating the maths scheme of work and amending as necessary
- Reporting to parents, governors and others when appropriate
- Liaising with the Maths Link Governor in relation to the School Development Plan, governor school visits and lesson observations.

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of mathematics. The homework set usually reflects the work done in class that week. Homework provides for opportunities for children

- to practice and consolidate their skills and knowledge,
- to develop and extend their techniques and strategies, and
- to share their mathematical work with their family
- to prepare for their future learning.

A weekly Homework Club is also provided for Y6 pupils, in order to provide further opportunities to consolidate and then extend their learning further.

Other policies and documents to be read in conjunction with the Maths Policy:

Calculation policy
National Curriculum 2014
Teaching and Learning Policy
Marking Policy
SEND Policy and Information Report
Homework Policy

Adopted by Governors:

Review due: