

St. Mary's CE Primary School, Davyhulme Mathematics Policy

All the activities in St Mary's School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the mathematics curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy should be read in conjunction with the Teaching, Learning, Curriculum and Assessment Policy, and Marking and Feedback Policy

Intent

1. To develop children's mathematics skills through a systematic approach of fluency, variation and reasoning.
2. To acquire a deep, long-term, secure and adaptable understanding of maths.
3. To develop confidence in manipulating numbers, including addition, subtraction, multiplication and division.
4. To ensure the children are introduced to each mathematical concept through a variety of strategies and representations.
5. To create a love of mathematics through an exciting and engaging mathematics curriculum.
6. To engage with mathematics in a variety of different ways e.g. active maths, use of resources, use of technology, open-ended challenges.
7. To develop the ability to explain mathematical thinking orally and in writing using accurate mathematical vocabulary.
8. To develop in the children an increased competence across the mathematics curriculum e.g. number, geometry, measurement and statistics.

Implementation

Strategies are in place within school to develop each of the key areas of mathematics, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In Reception, objectives are taken from the Early Learning Goals to fit with the topic of study.
- From Year 1 to Year 6, each class follows the White Rose Maths Scheme of Learning, ensuring coverage, progression, small steps, fluency, variation, problem solving and reasoning.
- A sequence of lessons will progress from developing fluency within an area and then ensuring this knowledge is embedded with a variety of representations. Following this, the children will apply their knowledge to problem solving, reasoning and explanation within that area.
- Within a lesson, children will be given opportunities to investigate areas using concrete, pictorial and abstract concepts.
- Children will be given a range of tasks to complete using a 'challenge by choice' strategy. These may include differentiated tasks, a range of resources, support.

- Each class has a range of concrete resources available for children to freely access within a lesson.
- Teachers use a range of resources and strategies to deliver each lesson including active maths sessions, technology, practical activities.
- Children should be practicing their basic skills, number bonds and times tables at least weekly. Reception to Year 2 build fluency through the Mastering Number Programme, where all children build firm foundations in the development of good number sense.
- A range of mathematical vocabulary is used within each lesson specific to the area of study.
- Each class will have an ongoing, interactive maths working wall containing e.g. mathematical vocabulary, models and images, sentence stems, key strategies.

Assessment

Children's work will be marked according to the learning objective for that lesson and the child's own specific target for improvement. In KS2, the children are sometimes given the opportunity to self-mark fluency work. Work is marked in line with the pupil feedback and marking policy.

Ongoing assessments are made by the teachers against the A3 trackers. This helps them to identify gaps and support children to develop their learning.

Work is monitored and moderated termly at staff meetings.

Date: October 2019

Reviewed March 2020

Reviewed September 2023

This Policy will be reviewed bi-annually or more frequently if required.