



St. Leonard's C.E. Primary School Mathematics Policy – Reviewed 2016

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Love, Respect and Responsibility.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The Department for Education - September 2014

Aim

Our school believes that every child is entitled to a high quality mathematics education, which will provide a foundation for them understanding the world and provide confidence in every aspect of their future lives. We aim to give children a sense of enjoyment and curiosity about the subject. It is our belief that children should:

- **become fluent in the fundamentals of mathematics**, so that they:
 - have a well-developed sense of number values
 - know by heart key number facts, e.g. times-tables and related division facts, number bonds - in line with the latest programmes of study
 - apply knowledge of the above to work out connected facts
- **reason mathematically**, so that they:
 - are able to follow a line of enquiry
 - provide generalisations and proof of findings around their investigations
 - are able to justify their thinking, e.g. as to why a particular calculation strategy is the most efficient
- **solve problems by applying their understanding of mathematics**, so that they:

- encounter a variety of both routine and non-routine problems
- are able to select specific maths skills and/or operations
- persevere with a line of enquiry, breaking down increasingly complex problems into a series of smaller steps

Coverage:

In order that our children get a broad and balanced mathematical curriculum, we will ensure that the following domains are covered each year:

- Number:
 - number and place value
 - addition and subtraction
 - multiplication and division
 - fractions, including decimals and percentages
- Measurement:
- Geometry
 - properties of shape
 - position and direction
- Statistics
- Ratio and proportion (Year 6)
- Algebra (Year 6, although the foundations will be taught from Key Stage 1)

Our school is committed to fostering positive attitudes towards the subject, whilst ensuring that all pupils develop deep conceptual understanding (in part, through exposure to a range of models and images) and mastery across the domains listed above, and in line with their age group. Teachers will actively diagnose and address perceived 'gaps' in conceptual understanding. How pupil learning is then developed as a result will be monitored. In line with the new curriculum's focus on children making connections, our school will provide regular and stimulating cross curricular enrichment opportunities.

Organisation:

In order to respond to latest changes in the mathematical landscape, including the latest inspection framework, we will ensure that:

- Maths provision and impact on learners is evaluated and reviewed regularly via the School Improvement Plan and aligned maths action plan. As part of this process, the maths subject-leader (alongside other senior leaders) will triangulate evidence from a range of monitoring activities (e.g. planning/book scrutinies, learning walks/observations and pupil voice) to determine next stages of development.
- CPD needs of our staff, including the maths subject-leader and teaching assistants, are regularly reviewed and planned as appropriate. The expectation is that staff attending CPD will be given planned opportunities to cascade key messages, or share through lesson study.

SEND/Equal Opportunities

We aim to include SEND children fully in the daily maths lesson with adult support where necessary. The work is differentiated and, where relevant, related to their profile. The curriculum framework is used to identify suitable learning objectives, tracking back to earlier stages if it is appropriate to do so.

Able pupils may need to do fewer examples and move on to extension or enrichment tasks linked to the theme of the lesson so that they can use and apply their skills in more challenging contexts.

Throughout the planning stages we ensure that the Mathematics curriculum is available to all pupils, with equal and appropriate access regardless of gender, race, faith, physical ability or SEND.

EAL pupils may also be supported during the daily lesson, with an emphasis on extending their mathematical vocabulary. A variety of resources, such as equipment and visual aids are used to aid their learning; this includes wall displays.

The role of support staff is to help each child to play a full part in every lesson.

Home Learning

Home learning expectations for the different key stages can be found on our school website.

Leadership and Management Roles

The role of the Maths leader is to;

- Develop and update the Maths policy
- Take responsibility and the purchase of departmental resources
- Give support to colleagues including advice on training courses
- Provide or organise training for TAs
- Keep up to date with developments in Maths and attend relevant courses. To feedback to staff
- Monitor maths within school in line with SIP.
- Collect and monitor medium term plans.
- Analyse SATs results

Interactive Whiteboards

All classes and the ICT suite have interactive whiteboards. Their benefits include a huge range of teaching and learning aids, including access to the Internet. The ability to embed ICT in mathematics has been greatly assisted through their use.

Last Reviewed: _____

Date of next review: _____

Signed: _____

(Chair of Governors) _____