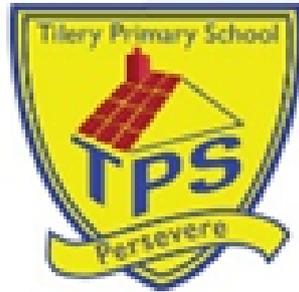
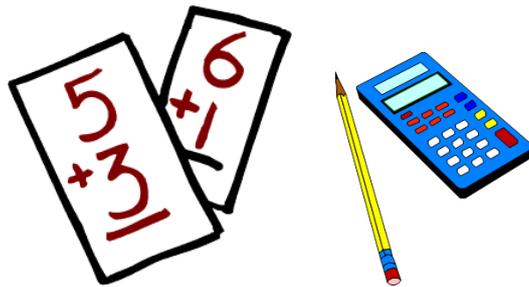


TILERY PRIMARY SCHOOL



Together Promoting Success

Mathematics



Ratified by

Curriculum Committee

Date: November 2018

Signed by Chair of Governors

L Miller

Date: 13.12.2018

Signed by Headteacher

J P Repton

Date: 13.12.2018

Shared with staff

Date: 5.12.18

To be reviewed:

Autumn 2020

Rationale

This policy outlines the teaching, organisation and management of the Mathematics curriculum taught and learnt at Tilery Primary School. The school's policy is based on the National Curriculum and provides the basis for our Mathematics teaching. We support all children's access to excellent teaching, leading to exciting and successful learning.

Aims

At Tilery Primary School we acknowledge that Mathematics is fundamental to the intellectual, personal and social development of our pupils. All pupils, irrespective of gender, race, culture or disability are given equal opportunity to acquire the appropriate skills, concepts and knowledge required by the National Curriculum.

At Our School We Aim to:

- enable the development of their mathematical vocabulary and reasoning through the quality of language the pupils hear and speak.
- assist in making their thinking clear to themselves as well as others.
- ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- enable pupils to be proficient, competent and confident with numbers, shapes and measures, and to have the ability to apply previously acquired concepts, skills and knowledge and understanding to new situations both in and out of school;
- foster positive attitudes towards mathematics by developing pupils' confidence in using mathematical equipment and vocabulary, providing an enjoyable experience of mathematics which is accessible for all children;
- use ICT as a tool to enhance learning and support our pupils to become independent learners.

Organisation of Teaching and Learning

The National Curriculum provides the core of our Mathematics teaching, which follows the strands of learning, as set out in the National Curriculum. Covering the objectives will support children in their progression towards the Early Learning Goals and the appropriate National Curriculum standards at Key Stage 1 and 2.

The strands are as follow:

Foundation Stage:

- Number
- Space, shape and measures

Key Stage 1

- Number
- Geometry
- Measurement
- Statistics (from Year Two)

Key Stage 2

- Number
- Geometry
- Measurement
- Statistics
- Ratio, Proportion and Algebra (Year 6 only)

From Year 1, all pupils will have a dedicated daily mathematics lesson. Within these lessons there will be a balance between whole class work, group teaching and individual practice. In the Foundation Stage learning largely takes place through practical activities as stipulated in the EYFS Framework.

Organisation of Resources

Everyday maths resources are located within each classroom in the school which all children have access to. Further resources are kept in the Maths resources rooms, which are located in the adventurers building and in discoverers intervention room. All staff and children have access to these resources, which are returned once a new Mathematics topic has been started.

Planning

Teachers currently plan from National Curriculum objectives. Long term and medium term planning follows the guidance set out in the Curriculum. Short term planning is taken from SPRInT and is supported by a range of on-line and practical resources and a range of books and textbooks we have in school. These short term plans include objectives for the teaching focus, differentiated group tasks to meet the needs of the class, resources to be used and the allocation of support.

Monitoring and Assessment

Teacher Assessment is an integral part of the teaching of Mathematics and is used to inform planning and set targets for the whole class, groups of children and individuals.

Assessment and recording is undertaken at three levels: short-term, medium-term and long-term:

- *short term* assessments are the records teachers make as part of the evaluation of their daily lessons. These daily assessments are annotated onto weekly plans and will help inform future planning;
- *medium term* assessments are undertaken at the end of each half term when key objectives from the National Curriculum, which have been covered during the term's work, are assessed by the class teacher using SPRInT. As a result of these assessments class, group and individual targets are compiled and discussed with pupils and parents during consultations. Also at the end of each term children undertake more formal assessment using PUMA. This assessment informs the class teacher whether the child is below, at or above age related expectations. It also provides class teachers with a standardised score and a maths age.
- *long term* assessments are made through a combination of teacher assessment and end of year tests. National tests at the end of Key Stages are used as a summative form of assessing individual pupil's attainment. This information is reported to parents in the form of an annual school report, and is passed on to new teachers to aid them with groupings and setting targets for the new academic year.

All of the above mentioned feed into the recording of pupil progress as part of the SPRInT process (Stockton Progression in Tracking), where staff record judgements against learning objectives and progress made on the SPRInT Guideline sheets. These judgements are systematically checked through regular half termly whole staff moderation meetings and data validation meetings.

Where possible children should be involved in assessing their own work. This might include:

- using the traffic light system (red, amber and green to indicate how they found the work)
- WALT and WILF which are linked to the learning objectives and success criteria
- peer assessment, where children assess their peers work against success criteria.

There are many systems in place to monitor the teaching and learning in Mathematics within the school and to evaluate how effective these are in raising standards. This is primarily the responsibility of the Mathematics Lead Teacher but is supported by the school's Leadership Team. The Monitoring and Evaluation process is undertaken systematically by:

- scrutiny of pupils' work ;
- discussions with groups of children ;
- observation of lessons ;
- scrutiny of teachers' planning ;
- analysis of a range of data and assessments .
- learning walks

The Mathematics Lead teacher will analyse areas of strength and development for the subject, which will feed into the School's Assessment and Development Plan. The Mathematics Lead teacher will also meet with the Headteacher and Assistant Head for teaching & Learning twice each half term as part of the MSPG (maths strategic planning group) This is to discuss monitoring plans or outcomes of monitoring, staff training or parental involvement. They will also report on the quality of teaching and learning, and attainment and progress across the school on a termly basis to the school's Governing Body.

Marking

Marking is a very powerful tool, which should be carried out according to the needs of the individual child. It should relate directly to the task objectives, offer encouragement and advice, and direct the child towards improvements and new targets.

(see AFL policy for detail)

Additional Needs

All children with Additional Needs, including our Gifted and Talented children, will be taught and given the opportunity to learn and progress at their own pace and level of achievement. This will be achieved through appropriate planning, differentiation and the use of support staff. Through assessments, some groups of children will be identified to take part in precision intervention programmes and others may be identified as needing further support and will have individual plans and targets to address their specific needs.

Learning Environment

Teachers should provide an attractive and stimulating environment to support the children's learning. Every class should have a Mathematics working wall which is changed or added to on a regular basis, including the displaying of group targets. In addition to the working wall there should be prompts and resources to support, challenge and motivate the children to become independent learners.