

**Caton St. Paul's  
C of E  
Primary School**

**POLICY FOR Mathematics**

Subject manager: Mrs L Sharples  
Date February 2016

# Caton St Paul's C of E Primary School

## Policy for Mathematics

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# Caton St Paul's Policy for Mathematics

## 1. Introduction

Mathematics is a core subject within the National Curriculum. It is integral to all aspects of adult life and is fundamental to the children's learning.

Caton St Paul's Primary School follows the new National Curriculum which provides detailed guidance for the implementation of mathematics, to ensure progression and continuity in the teaching of this subject.

In Foundation Stage the teaching of mathematics is guided by the Early Learning Goals.

## 2. Rationale and scope

The policy is the formal statement of intent for mathematics. It reflects the essential part that mathematics plays in the education of our pupils. It is important to foster a positive attitude towards mathematics to encourage self-confidence and a sense of achievement. The purpose of the policy is to inform governors, staff and parents of the requirements in mathematics teaching and learning and to outline the provision for mathematics within the school.

### 3. Principles

The principles of Caton St Paul's C of E school for mathematics are:

- \* To establish clear provision for mathematics this is reviewed annually.
- \* To plan resources of time, people and finances within the budget and the SIP.
- \* To ensure progression, continuity and the subject coverage throughout the school.
- \* To develop cross curricular links and understand the role and importance of mathematics in everyday life.
- \* To firmly embed Computing into the mathematics curriculum.
- \* To provide criteria for planning, monitoring and assessment.
- \* The governing body should discharge their statutory responsibility with regard to mathematics.
- \* To promote mathematics as a fun and relevant subject.
- \* To encourage co-operation between pupils, so they are able to communicate their ideas effectively, listen to others and make mutual decisions.

### 4. Aims

We aim to provide the pupils with a mathematic curriculum which will produce individuals who are numerate, independent and inquisitive, by providing a stimulating, well resourced environment in which there is a positive approach to mathematics teaching and learning.

Overall details of the school plans for mathematics are contained in the new National curriculum. These documents set out the learning objectives which will compose the mathematics work for each year group and class. Details of the work are outlined in medium term numeracy plans and in the teacher's

weekly plans which will reflect the assessment and future planning needs.

Planning documents:

- \*National Curriculum and Medium term plans produced by Lancashire advisory team (Lancashire planning CD on the Server)

- \*Short term/weekly plans -to be found in staff planning files

- \* Early Learning Goals

## **5. Provision**

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills in and across each phase of education.

Most lessons continue to follow the previous Primary strategy format with a mental/oral starter, a main teaching activity and a plenary session.

The teaching of mathematics at Caton St Paul's provides opportunities for;

- \* Whole class teaching
- \* Individual work
- \* Paired work
- \* Group work

Pupils engage in:

- \*The development of mental strategies
- \* Written work
- \* Practical work
- \* Investigational work
- \* Problem solving
- \* Mathematical discussion
- \* Consolidation of basic skills
- \* Work which is matched to the children's abilities and is both challenging and interesting.

The importance of establishing a secure foundation of mental calculation and recall of number facts before written methods are introduced is recognised. As such we have a clear progression in mental strategies which all staff use.

We also refer to the Mathematical glossary Key Stage 1- 3 used to introduce terminology in all aspects of teaching the subject.

## **6. Early Years**

See curriculum guidance for the EYFS (ELG s) and New Curriculum. The Foundation Stage provides a basis for practical experiences leading onto the National curriculum.

## **7. Assessment**

Reference should be made to the school policy document on Assessment.

Assessment is used to;

- Provide diagnostic information about pupils
- Plan future teaching and learning
- Contribute to curricular records to establish a tracked system
- Provide a basis for target setting
- To inform governors, parents and educational bodies

In mathematics the assessment techniques include the use of teacher assessments and AFL (Assessment for learning) strategies, written and oral comments, statutory and non-statutory SATs and the Foundation Stage Profile. Base assessment is used in Reception.

All staff in KS2 use maths response time at the start of each lesson (where appropriate) to enable pupils to review their previous work, make corrections or try new challenges.

KLIPs are used throughout KS1 and KS2 - regular moderation of work will be carried out both internally and externally.

Monitoring of work - regular work and planning moderations are carried out and findings shared with all staff.

Marking and feedback

All work is marked in line with the marking and feedback policy.

## **8. The role of the subject leader**

The mathematics manager will be responsible for co-ordinating the subject throughout the school.

This includes:

- Ensuring continuity and progression of the subject throughout the school.
- Advising staff and acting as a conduit for relevant mathematical information and courses.
- Managing requisition and maintenance of resources.
- Monitoring and evaluating aspects of planning, teaching and learning in mathematics.
- Analysis and evaluation of test data and KLIPs. Including the impact of intervention strategies.

## **9. The role of the class teacher**

The teacher provides experiences for the children appropriate to their age group and abilities, in oral, practical or written forms. The strategies adopted will vary according to the needs of the children, subject to the professional discretion of the class teacher.

- The teacher will ensure the child's acquisition of mathematical skills with due regard to the NC and schools calculation policies.
- They will maintain and update their own skills with relevant training opportunities.
- They will plan effectively and record progress.
- They will inform parents of pupil's progress.

- Regular homework will be set that consolidates and or extends class learning.
- Use assessment to identify pupils requiring additional extension or support (implement the use of programmes such as INS and Springboard). Consult with both the school SENCO and maths coordinator.
- Use KLIPs effectively to monitor individuals, groups and the class as a whole.

Assessment will:

- Provide diagnostic information about individuals and groups.
- Inform future teaching and learning.
- Contribute to pupil's curricular records to enable progress to be tracked.
- Provide evidence for target setting.

## 10. Performance indicators

The performance indicators used by the school are;

- Foundations Stage Base assessment and E profile learning journal
- At KS1 teacher assessment supported by SATs results TA and KLIPs.
- At KS2 teacher assessment supported by statutory SATs and KLIPs

The school maintains individual tracking data which monitors the performance of each child and cohorts.

All staff also keep termly teacher assessment data and produce detailed evaluations about progress made and next steps.

### **11. Equal opportunities**

All children have access to the curriculum regardless of their gender, ethnicity and social circumstances. This is monitored by analysing pupil performance throughout the school. The policy ensures a broad and balanced curriculum for all pupils based on the following;

- Setting suitable learning targets.
- Responding sensitively to the variety of abilities of the children.
- See the Special Educational Needs Policy for reference to Inclusion strategies and additional Inclusion policy.

### **12. Parental involvement**

At Caton St Paul's we encourage parents to be involved by;

- Providing Parent Evenings in school twice a year.
- Inviting them into school to discuss the yearly report.
- Providing information termly about mathematics education.
- Through weekly newsletters.
- Encouraging parent helpers in school.
- By encouraging active participation in their child's homework.
- Holding workshops for the parents to focus on areas of mathematics.
- Open days where parents are invited into the school to share in the learning experience

- An Induction meeting for the new Foundation Stage parents.
- Calculation policies shared with parents on the school website
- Updates/information also shared on the school website

### **13. Governing Body**

At Caton St Paul's C of E School we have an identified governor for numeracy - Mrs L Scholey. The numeracy governor visits the school to talk to the subject co-ordinator and will share some mathematics lessons.

The numeracy governor reports back to the Curriculum Committee.

### **14 Health and Safety**

The schools Health and Safety policy must be followed at all times. Refer to the Health and Safety policy for further information.

**Review date:** March 2017