



Hingham Primary School



Mathematics Policy

Our policy, implemented by all teaching staff, is based around the teaching of Maths Mastery which covers the objectives from 'The National Curriculum in England 2014'. It has been drawn up to reflect the change in the teaching framework and expectations in terms of 'effective' methods of calculation (please see our separate calculations policy).

As Maths is all around us in our daily lives, we aim to continue ensuring that children encounter concepts and problems within real life contexts.

At Hingham Primary School, the learning** we offer the children is rich in opportunities for:

- * problem solving and challenge
- * developing reasoning
- * achieving fluency
- * engaging all pupils
- * open-ended investigations
- * creativity
- * reflection
- * gaining awareness of misconceptions
- * making connections/links
- * using ICT (to support/model/aid progress)
- * promoting enjoyment and enthusiasm
- * contextual learning
- * learning and using maths terminology
- * using models/images/concrete resources

** All lessons include some problem-solving, reasoning and explicit teaching of misconceptions. Through Mastery, the approach of teaching and learning using CPA (concrete, pictorial, abstract) is employed in all classes.

Teaching - School and Class Organisation

Each class in Foundation / KS1 provides daily opportunities to be taught and explore mathematical concepts and by KS2, each class provides maths learning opportunities daily (whether discreet, starters or cross-curricular). Teachers plan their mastery lessons using a five minute lesson plan (see attached Appendix A) linked to 'The New National Curriculum 2014'. Lessons may span more than one day with one plan being used for this with annotation. In each lesson, all children are valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. This is in line with our Equal Opportunities Policy.

*Foundation Stage (see separate policy)

More-able Learners / Gifted & Talented Learners

Through Maths Mastery, class teachers can identify these children and deepen their understanding through greater depth questioning and/or differentiated work (as appropriate).

Pupils with specific learning difficulties (SEND)

Most mathematics lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the SENCO will sometimes be necessary. However, a pupil whose difficulties are complex may need support from a teaching assistant with appropriate differentiated tasks being individually set.

Catering for children below or not making expected progress

After each data collection point (termly), the Maths subject leaders, class teachers and Head teacher identify these children via Pupil Asset and teacher assessment. Intervention is provided for targeted children in small groups for a ½ term/term. This intervention is provided by a qualified teacher. Some children identified in pupil progress meetings have a specific intervention focus in class instead through guided group work or regular additional time for overlearning (e.g. practising number bonds in assembly time etc.) Individual Numeracy Catch-Up intervention is provided weekly by a trained teaching assistant. These children have a specific weakness in number and after a set number of sessions are reassessed to evaluate the effectiveness of intervention.

Home-School Mathematics

Each child has a CPD Maths book in which they are given weekly Maths pages to complete for homework. This is based around prior learning in class.

The whole school participates in weekly Maths Challenges, aimed at parents/carers supporting the children with the learning of different number facts three times a week. In each classroom there is a challenge board.

Assessment

This is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. The use of success criteria and reflection time is being embedded across the school so that children can think about their own learning and know their next steps.

Marking (see separate policy) is used to identify what the children can do and what they need to do to improve and progress. Teachers may also use summative assessment (optional assessment tests).

Management of Mathematics

The Role of the Subject Leaders

- To analyse key data termly to identify strengths and weaknesses.
- To ensure all policies and resources are organised, reviewed, updated and easily accessible.
- To ensure that all staff and support staff are familiar and confident with policies, the planning format, curriculum and resources.
- Provide planning, teaching and assessment support to colleagues when required. This may include team teaching and planning.
- Together with the head teacher, monitor the effectiveness of maths teaching throughout the school through lesson observations, informal discussions, planning, book scrutiny and interrogation of Pupil Asset.
- Ensure CPD for subject leaders and other teaching staff. Make sure this is fed back and acted upon through staff meetings.
- Raise the profile of maths with staff, parents and children by organising events such as Maths Trails, workshops, meetings etc.
- Meet lead Governor for Mathematics on a regular basis to discuss action plans, data and new subject specific information.

The Role of the Head teacher

- Lead, manage and monitor the implementation of the curriculum including monitoring teaching plans and the quality of teaching in the classrooms.
- Keep the governing body informed about pupil progress.
- Ensure that mathematics remains high profile in the school's development work.
- Deploy support staff to maximise effectiveness of intervention and daily learning in class.
- Support continued CPD for all staff.

TO BE REVIEWED AND UPDATED - September 2017