 Longwood Primary School 

# Mathematics Policy

# Intent

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every pupils' ability and academic achievement. We deliver lessons that are creative and engaging. We want our pupils to make rich connections across mathematical ideas to develop mastery in fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Using the Programmes of Study from the National Curriculum for Mathematics we aim to develop:

* An enjoyment and curiosity of mathematics and for children to feel confident to become successful
* Children’s abilities to use and apply mathematics to solve problems in both the classroom and in ‘real life’ contexts
* A confidence to communicate ideas in written form and orally
* Independent and collaborative ways of working, encouraging children to share ideas and solve problems together
* A wide range of mathematical vocabulary to be modelled and used in the classroom environment
* The children’s ability to recall mental facts accurately and quickly and using effective written calculation methods
* Children’s logical thinking, reasoning and ability to problem solve as transferable life skills

# Implementation

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the mathematics subject leader. Mathematics is taught daily across the school. A typical lesson involves all classes utilising Power Maths to facilitate the curriculum aims which focuses on core topics to build deep understanding.

During these lessons children engage in:

* The development of mental strategies
* Written methods
* Practical work
* Investigational work
* Problem-solving
* Mathematical discussion using precise mathematical language

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom. Areas of provision within the classroom support maths, ensuring children are able to access throughout the day to practise and develop skills being taught. In addition, consistent daily maths lessons take the form of direct teaching, which is followed up by enhanced activities placed in areas of provision in the classroom which may be accessed independently or supported by an adult.

## Planning

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the long term planning for mathematics taught in the school.

Years 1-6 use Power Maths scheme of learning to facilitate the delivery of the curriculum. This provides a detailed, structured curriculum which is mapped out across all phases, ensuring continuity and supporting transition. Other resources are drawn upon at teachers’ discretion (with guidance from the maths co-ordinator).

EYFS planning is based on the Early Learning Goals (Number, Shape Space & Measure).

Children can access mathematical lessons taught through Google Classroom daily.

## Assessment

Children’s classwork is assessed frequently through regular marking, analysing children’s errors, questioning and discussion. Children’s work is marked and feedback is given with next steps as in line with the marking and feedback policy.

Each term children in each class are assessed using the PUMA tests. These materials are used alongside judgements from class work to form a teacher judgement for each child. Pupil Asset is used to track progress against each objective and identify areas of strength and development. A pupil progress meeting to review the accuracy of these judgements is held each term.

The following tests are also carried out annually:

* SATs at the end of Y2 and Y6
* Multiplication check in Y4
* The children are assessed in the early years using the Foundation Stage Profile

## Contribution of Maths to teaching in other curriculum areas

Mathematics is a tool for everyday life. It is a network of concepts and relationships and is used to analyse and communicate information and ideas in practical tasks and problems. By making links to other subjects at the initial planning stage we aim to provide real context in which to apply skills taught during the maths lessons.

## Monitoring Teaching and Learning

This will be undertaken by the Subject Leader and other members of SLT.

* Pupil progress
* Ensuring PUMA is completed and evaluated
* Provision including intervention groups
* Quality of the learning environment
* Deployment of support staff
* Taking the lead in policy development
* Auditing and supporting colleagues in CPD
* Purchasing and organising resources
* Awareness of current developments/up to date knowledge through Mastery Maths Hub
* Progressive lessons are intentionally planned for using Power Maths as a guide

## Roles and Responsibilities

**Subject Leader:**

* + Supports teachers in their planning and teaching
  + Lead by example in the way they teach in their own classroom
  + Prepare, organise and lead INSET, with the support of the Head teacher and SLT
  + Monitor different aspects of maths teaching and learning feeding back to SLT and staff on findings and future actions
  + Attend INSET provided by LA consultants and Mastery Maths Hubs
  + Be available to discuss with the head teacher, class teachers, parents and Governors the progress of maths in the school