

**Oxford Grove Primary School
Mathematics Policy Statement
September 2019**

Justification.

At Oxford Grove we encourage every child to have: '*Pride in Our School-Pride in Ourselves-Pride in Each Other*'. In order to fulfil this 'mission' we strive to build foundations to enable every child to become numerate, preparing them with the skills for adult life. The Mathematics teaching we provide should allow all children to fulfil their potential while giving them the skills to understand and use Mathematics in all its aspects. We aim to engage all children in high quality learning experiences in order to provide children with a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

This policy statement outlines the purpose, nature and management of mathematics that is taught and learnt in school. The implementation of this policy is the responsibility of all teaching staff and is overseen by the Subject Leader and Head Teacher. All staff will teach mathematics consistently and effectively using the National Curriculum 2014 which will enable all children to develop their mathematical skills. This policy statement outlines all that is important to our school in the teaching and learning of our Mathematics Curriculum. Our aim is to ensure that all staff teach Mathematics in the most effective way possible through the implementation of the Mathematics Programmes of Study in the National Curriculum 2014 and the Development Matters Ages and Stages Document to allow all our children to develop confidence and competence in the understanding and application of Mathematical skills regardless of gender, ethnicity or social/economic background.

Aims.

1. To equip each child with the confidence and competence to use and calculate with numbers and measures in a range of mental and written activities for everyday life, enabling him/her to solve problems and carry out investigations.
2. To give each child skills in handling data and interpreting information, gathered by counting and measuring, and presented in graphs, charts, diagrams and tables.
3. To create an atmosphere in which children enjoy mathematics and have the relevant positive attitude to approach all problems with confidence and enthusiasm to ensure children are well prepared for the next stage in their education
4. To create an atmosphere in which all children feel able to explain their strategies, and talk about their mathematics, sharing their ideas with others.
5. To develop the ability to reason and think logically and clearly.
6. To provide a diverse and inclusive curriculum which caters for the needs of all children: including those with Special educational needs, English as an additional language and our most able.
7. To enable all children to reach their full potential and achieve the highest possible personal standard, ensuring that each child receives maximum equal learning opportunities, regardless of gender, creed, culture, ethnic background or disability,
8. To meet the requirements of the National Curriculum and the Foundation Stage Curriculum.
9. To use Computing within the daily maths lesson, as appropriate in order to enhance teaching and learning objectives.
10. To monitor and evaluate the quality of teaching, and regularly assess the standards of pupil achievement across all the key stages.

Objectives.

Pupils should:

1. become **fluent** in the fundamentals of mathematics by developing their mental calculation skills and acquiring basic skills such as the recall of number bonds, multiplication facts and decimal, percentage and fraction equivalences.
2. be taught how to use and apply their knowledge and skills to solve 'real life' problems.
3. be given opportunities to use numbers and measures, solve problems and interpret data in a cross-curricular way, using everyday situations.
4. develop the skills which are needed to meet the demands of adult life.
5. develop the ability to think logically and clearly.
6. be challenged to explain their mathematical thinking.
7. use mathematical language effectively and confidently.
8. work in a positive, challenging environment where ideas are shared, and all contributions are valued and used as learning opportunities.
9. develop positive attitudes to mathematics, recognising that mathematics can be both enjoyable and useful.

Statements: Planning / Curriculum content.

Planning in school will be carried out in line with **National Curriculum 2014 Programmes of Study for Mathematics** and the **Development Matters Ages and Stages Document**. Teachers' planning ensures that the learning objectives from the National Curriculum 2014 Programmes of Study for Mathematics and the Development matters Ages and Stages Document are covered and learning objectives taken from the appropriate year groups and age stage. Long, medium and short term plans are drawn up from a curriculum overview, ensuring maximum coverage is achieved. Teachers annotate their weekly plans noting down children who have achieved or exceeded expectations. Planning shows Teacher and TA support, in addition to the provision for targeted children including children identified as receiving pupil premium.

Teachers will plan and deliver a daily Maths Lesson in each age group from Reception to Year 6. Year groups within Key Stage 2 are streamed by ability.

In Reception the children will be worked with in small groups scheduled through the day, Planning will note the appropriate challenge for differentiated groups, alongside the enhancements and challenges provided by the continuous provision environment.

In Key stage 1, the daily maths lesson is 60 minutes long, the, 15 minutes of which is devoted to **the learning and use of fundamental basics of maths**. The maths basic skills will include: understanding of place value, counting, maths facts and mental calculation fluency. Calculations are taught each week and are applied in all the mathematical areas; measurement, statistics, geometry and algebra.

In Key stage 2, the daily maths lesson is 75 minutes long maths basic skills will be taught on a daily basis but the balance of time devoted to it will be decided by the teacher based on the needs of the cohort. An additional weekly timetabled hour will be devoted to the teaching of number facts, mental maths and problem solving strategies in Key Stage 2.

All Short Term lesson plans and assessment outcomes are available for scrutiny and can be accessed on the 'all staff drive.' Medium/ Short Term plans endeavour to facilitate the development of Mathematical cross-curricular links in the foundation subjects.

Short Term Planning (Weekly) *Teacher's weekly plans using Microsoft Word come under the following headings:*

Lesson Focus

Mental and oral starter (for key stage 1 this will detail counting, facts and application)

Learning Objectives

Main teaching/tasks

Resources

Plenary

Evaluation/Assessment (Assertive Mentoring colour coded plus notes used to inform future plans)

Any intervention groups will be planned for explicitly including the name of the member of staff delivering the lessons.

Target children will be identified and planned for on the plan.

Recording and Assessment.

Assessment of the standard of children's work and rate of progress is measured through teachers' careful observation and marking of children's output in line with the school Marking Policy. The Subject Leader assesses the quality of short term plans on at least a half termly basis and judges them against agreed medium term plans. The Subject Leader also observes lessons, speaks to children and examines a range of work to ensure effective delivery, differentiation and progression towards targets set. Children assess their own work daily and that of their peers regularly during Mathematics sessions.

Pupils are formally assessed in line with the school's assessment policy and are used to inform identification of under attaining children.

Support groupings and targeted children are reviewed in line with the results of these assessments. End of year assessment data is analysed in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in Mathematics teaching. The data is also used to help teachers devise personal targets for the children in their class. National Curriculum 2014 materials are used to track and formatively assess targeted children in Mathematics.

Cross- Curricular Links.

The subject Leader has worked with the science and foundation subject leaders to identify meaningful opportunities to develop **age appropriate mathematical skills** within all curriculum areas for all year groups. These units of work have been identified on the year groups' medium and long term plans as Cross-Curricular Maths Links. The quality of the maths skills used within these units if assessed by subject leaders as part of their subject monitoring.

Beyond the Classroom.

The school offers special experiences to children such as maths clubs, maths trails, maths open days/weeks, competitions and work related learning.

Environment and Resources.

The school aims to provide a mathematically stimulating environment through displays that promote mathematical thinking and support understanding of key concepts using models and images. We will provide a wide variety of resources as appropriate, including Computing resources. Resources for mathematics are located in Key Stage One resource area and in classrooms. Each classroom has a selection of essential numeracy resources such as numberlines, multiplication squares, hundred squares and counting sticks to ensure children become more confident in their use and understanding of the number system. These will be updated and improved through annual audits which will lead to the purchase of materials for particular areas of study.

Professional Development.

It is important to recognise particular challenges staff may have in delivering the curriculum and regular reviews will determine any additional subject leader support or whole school INSET which may be required.

SEN and Equal Opportunities.

Our school will aim to provide for children with Special Educational Needs with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

Children with English as a Second Language.

We will try to ensure that children who have English as a second language will be given extra support in class as necessary by teachers, teaching assistants or peers to enable them to gain the knowledge, understanding and skills set out in the Programmes of Study.

Parental Links.

We will maintain links with parents, informing them of the Curriculum their child will be taught each year through the year group curriculum overviews published on the school website and available from the school. Parents will share the process of setting targets for their children through Parent/Pupil Target Setting Conferences. They will be informed of their child's progress towards their targets at these meetings, and in the Annual Report to Parents, at the end of the summer term. We will continue to keep parents informed of the school's approach to the teaching of Numeracy, and will expect their support in the completion and return of weekly homework tasks.

Appendix 1

Agreed Guidelines to the Calculation Progressions.

Review.

This document will be reviewed annually by the Subject Leader, staff and Governing Board.

Mrs M. Day

To be reviewed September 2020