

Maths Policy

West Hill Primary School



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Date: June 2018

Last reviewed on: March 2018

Next review due by: September 2019

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1. Philosophy

The new National Curriculum states that:

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides 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.”

At West Hill Primary School we see Maths very much as a multi-discipline, cross curricular, interconnected subject which should encourage creativity. As much revolves around the discussion about Maths between talk partners as it does the completion of calculations. We want the children to see Mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment. To that end, a high-quality, inter-related and creative Maths experience should be one that develops the children’s ability to think mathematically and one which allows them to apply the tools to which they have been exposed in a variety of ways.

Following the introduction of the new National Curriculum in 2014 the emphasis has been to ensure that all children:

- Become FLUENT
- REASON and EXPLAIN mathematically
- Can SOLVE PROBLEMS

This means that children need to be regularly exposed to opportunities involving increasingly complex problem solving which allows them to apply their Maths knowledge. In doing so they should be encouraged to develop an argument and line of enquiry which they can prove and justify using mathematical vocabulary. This includes the ability to break down problems, both routine and non-routine, into a series of steps.

2. Aims and Objectives

We want to teach Maths in a way that:

- delivers Maths in line with new National Curriculum guidelines
- ensures the delivery of Maths is filled with cross curricular opportunities
- creates a lively, exciting and stimulating environment in which the children can learn Maths
- promotes the concept that acquiring Maths knowledge and skills provides the foundation for understanding the world around the children
- develops mental strategies
- encourages children to use mathematical vocabulary to reason and explain
- allows time for partner talk in order to stimulate and develop a curiosity for Maths
- challenges children to stretch themselves and take risks in their learning
- creates a sense of awe and wonder surrounding Maths

3. Approach

- At West Hill we have adopted The Wandsworth Calculations Policy. This was updated to reflect the New National Curriculum in 2014.
- We use The Abacus Scheme of Work as a starting point for our planning. This is adapted to meet the needs of different cohorts and individuals. This scheme of work provides teachers with a starting point following the updated National Curriculum in 2014.
- The use of Big Maths weekly ensures that children become fluent in recalling addition, subtraction and multiplication facts.
- Weekly multiplication tests ensure that pupils become fluent in recalling multiplication facts.
- Daily maths meetings are designed by the class teacher to cover areas of maths which require “over learning” and regular practise. These are bespoke to each year group and based upon teacher’s assessment of the needs of the class.
- All staff at West Hill Primary School attend staff meetings that regularly have a Maths focus, which provide information on current thinking and introduces them to new teaching methodologies and ideas.
- We are developing our understanding of Maths Mastery. Teachers have been supported to attend Wandsworth Borough training to develop their skill set and understanding of Maths Mastery. Teachers in all phases have attended Maths Mastery Training.
- Abacus scheme of work provides weekly Mastery Challenges to assess pupils understanding of the mathematical topic taught that week.
- Abacus provides extension tasks to challenge and stretch pupils.

4. Planning and Assessment

Teachers work in pairs within each year group to plan and deliver lessons that suit the particular learning styles of the children within the year group. They use their own judgement and use of formative assessment to ensure a flexible approach is adopted which recognises the pace of learning within the classroom. Individual, paired and group work will be used across a series of lessons. Each week children will engage in a rich mathematical reasoning task, this ensures that pupils are given the opportunity to talk in depth about mathematical concepts they have been taught in the week.

Planning will demonstrate the various challenges available to children, together with AfL (Assessment for Learning) opportunities (speaking and listening and self/peer assessment) and teacher assessment.

Across a range of lessons children should be allowed to engage in mathematical discussion (talk partner or group work), investigations, problem solving, practical experiences and written methods, as well as allowing for time to demonstrate their understanding.

Children will be provided with feedback either verbally or through written marking. When marking work teachers should adhere to the school's Marking Policy.

Assessment in Mathematics will reflect the overall school Assessment Policy. Assessment will include formative, diagnostic, summative and evaluative elements to enable effective planning.

Opportunities to practise will be given to children on the mechanics of writing number symbols. Throughout school, children will find it necessary to record and present their work in their own books / paper. In order to develop presentation skills we envisage that children at different stages of development will have different needs and requirements.

5. Resources and Displays

Each classroom will be resourced with materials to support the delivery of Maths; such items might include number lines, Numicon, Dienes rods, multiplication tables, 100 squares, 2D and 3D shapes, multilink cubes, dice and other smaller items. Larger materials such as scales, trundle wheels and measuring cylinders will be held centrally.

Children should be encouraged to use whatever resources are available to them in the classroom and which they feel would be beneficial to help them when completing Maths work.

Each classroom should have Maths working wall.

6. Inclusion

In line with the School's Inclusion Policy each child will have an equal entitlement to all aspects of the Maths curriculum and to experience the full range of Maths activities. Therefore, in delivering Maths, care will be taken to ensure that a variety of learning styles are accessed and teaching methods adopted.

Intervention groups will take place both within the Maths lesson and outside; these sessions may be delivered by the teacher or teaching assistant and may involve individual or small group work, accessing both ends of the learning spectrum.

7. Role of the Maths Lead

The role of the Maths lead is to:

- Organise in-service training for staff in Mathematics
- Ensure that appropriate resources are available
- Provide 'expertise' to assist staff in the delivery of the curriculum
- Provide support for NQT's and Teaching Students in Mathematics
- Know and understand how children become numerate and communicative
- Evaluate on a regular basis the policy and scheme of work and ensure they form the basis of practice of Mathematics within the school
- Keep updated in Mathematical developments through appropriate in-service training
- Keep a Coordinator's file which is informative and relevant
- Audit provision for mathematics across the school in terms of teaching and learning, resources, standards on a regular basis
- Prioritise improvements for the teaching and learning of mathematics across the school and contribute to the school improvement plan
- Track the progress of identified groups of children and be involved in a thorough evaluation of Mathematics looking at trends over time
- As Mathematics is involved in many aspects of the learning which takes place in school, the Coordinator needs to ensure close liaison with other Coordinators to ensure that children are provided with appropriate opportunities and resources to enable them to engage in mathematical activities in a cross curricular way.