

ST JAMES RC PRIAMARY SCHOOL  
MATHEMATICS POLICY STATEMENT

This policy was revised during the Spring 2017 by the Mathematics subject leader. It was approved by the Governors in Spring 2017 and should be used in conjunctions with the calculation policy, Self-evaluation policy, Teaching and Learning Policy and other whole school policies.

Aims

Mathematics is a tool for everyday life. At St James' our aim is to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate mathematics.
- An ability to use and apply mathematics across the curriculum and in real life.
- An understanding of mathematics through a process of enquiry and experiment.

Delivery and planning

The National Curriculum 2014 and Early Years Foundation Stage Profile provide the framework for teaching and learning throughout the Early Years, Key Stage One and Key Stage Two.

Pupils' knowledge, skills and understanding are developed across six strands:

- Number
- Measurement
- Geometry
- Statistics
- Ratio
- Algebra

Mathematics is a mastery subject where all children are expected to meet yearly objectives within the current academic year. Once the expected standard has been reached children broaden their depth of knowledge through reasoning and problem solving.

Planning guidance is taken from the Rising Stars scheme with additional resources being used to support or enhance learning where appropriate.

Medium term planning highlights a targeted level of attainment to be achieved by groups of learners, gap analysis of previous learning and support for children below age related expectations (as identified on school assessment system). References to the Rising Stars scheme of work are recorded plus the use of other additional resources. Fortnightly plans list specific learning questions

Mathematics policy Spring 2017. Review Spring 2020.

for each lesson and give details on how the lesson will be taught, which resources will be used and how the lesson will be differentiated. Key questions are highlighted.

Homework is used throughout the school to support mathematics. The use of Mathletics online resource allows weekly tasks to be set in line with in class learning. Please refer to the Homework Policy)

Cross curricular links to mathematics are made where appropriate.

### Learning and teaching

At St James' we believe high standards of learning and teaching in mathematics occurs when mathematics lessons are well-paced and structured, where pupils are involved and challenged, where pupils are questioned effectively, and where there are opportunities for them to demonstrate and explain their reasoning.

The approach to the teaching of mathematics within St James' is based on the following principles:

- Assessment informs planning.
- A minimum of four dedicated mathematics lessons per week consisting of an oral/mental starter, a whole class session followed by differentiated tasks/activities and a plenary.
- Additional early morning work mathematics sessions cover place value, key facts and arithmetic.
- An emphasis on oral work and the use of practical equipment.

### Differentiation

Differentiated independent work is planned by both task and outcome. The daily whole class work is differentiated by specific questioning. Exceeding pupils are stretched through breadth and depth of knowledge and application of skills. Refer to More Able, Gifted and Talented Policy for criteria for identification of gifted children. Emerging pupils are supported through targeted intervention both within lessons, supported group work or additional mathematics tutoring before or after school.

### Marking and Assessment

Effective marking should aim to help children improve their knowledge and understanding of mathematics. All staff adhere to the Marking Policy.

St James uses Classroom Monitor to record formal assessment of children's learning. Classroom monitor is continuously updated to reflect children's progress. Termly records are printed and added to the class assessment folder. The Subject leader scrutinises data and ensures it is used to inform planning and target pupils appropriately. Children are formerly tested each term using either previous SATS materials (years 2 and 6) or Rising stars assessment materials. Fortnightly children carry our arithmetic assessments to timed conditions.

### Resources

Teachers use a range of resources. The Rising Stars Scheme is used from Year 1 to Year 6. This is supplemented by online resources and other publications. With an emphasis on the use of manipulatives essential equipment is kept in classrooms. Additional, topical resources are stored centrally and returned.

The teaching and learning in mathematics also supports/is supported by the policies of:

- Early years
- British values
- Teaching and learning
- Assessment, recording and reporting
- Equal opportunities
- Subject leader role.