



St Elizabeth's Mathematics Policy (Updated December 2014)

A Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at St Elizabeths primary School. The school's policy for mathematics is based on the New Maths Curriculum 2014. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

B Teaching Mathematics

Teaching time

To provide adequate time for developing numeracy skills each class teacher will provide a *daily* mathematics lesson. Within these lessons there will be a good balance between whole-class work, group teaching and individual practice. The lesson may vary in length but will usually last for about 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills.

One maths lesson *per week* is dedicated to 'Assertive Mentoring' maths. During this lesson children within each year group are streamed according to ability. Teachers and TAs will teach basic skills encompassing number, calculation and using and applying.

Every *2 weeks* a lesson will be dedicated to 'investigation', allowing children the opportunity and time to solve mathematical puzzles and problems.

Once per *term* we have a whole school maths day enabling us to come together demonstrating and celebrating maths throughout the school.

Once per *term* children will have a 1 to 1 consultation with their class teacher outlining their successes and areas for development in maths.

A typical lesson

A typical 45 to 60 minute lesson in Year 1 to 6 will be structured like this:

- ◆ Calculation (see calculation policy) and Mental maths skills (about 5 to 10 minutes)
This will involve whole-class work to rehearse, sharpen and develop mental and oral skills.
- ◆ The main teaching activity (about 30 to 40 minutes)
This will include both teaching input and pupil activities (differentiated) and a balance between whole class, grouped, paired and individual work.
- ◆ A plenary (about 10 to 15 minutes)
This will involve work with the whole class, to sort out misconceptions, identify progress, to summarise key facts and ideas and to make links to other work and discuss next steps.

Out-of-class work and homework

The daily mathematics lessons will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These will be extended through out-of-class activities or homework. These activities will be short and focused and will be referred to and valued in future lessons (SEE HOMEWORK POLICY)

Links between mathematics and other subjects

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

C School and Class Organisation

How we cater for pupils who are more able

More able pupils will be taught within their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Small group work will be provided by teachers and TA's as required.

How we cater for pupils with particular needs

The daily mathematics lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their daily mathematics lessons. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

How we work in Reception

In Reception the class will be organised to promote social skills and the development of mathematical language and understanding.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the computer, calculators, and audio-visual aids. They will however only be used in a daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objectives.

Assessment

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check their understanding and give you information, which will help teachers to adjust day-to-day lesson plans.

Medium-term assessments will take place in the two 'assess and review' lessons timetabled each half term and will assess some of the ideas linked to the key objectives that have been covered during the half term. The outcomes will be recorded on a class record sheet of key objectives.

Long-term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum mathematics tests for pupils in Years 2 and 6 and supplemented by the optional QCA tests. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record. Accurate information will then be reported to parents and the child's next teacher.

D Management of Mathematics

Role of the Coordinator

- Ensure teachers are familiar with the New Curriculum 2014 and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Observe colleagues from time to time with a view to identifying the support they need / Teach demonstration lessons
- Attend INSET provided by LEA numeracy consultants
- Inform parents
- Discuss regularly with the headteacher and the numeracy governor the progress of implementing the Strategy in the school.

Role of the Headteacher

- Lead, manage and monitor the implementation of the Strategy, including monitoring teaching plans and the quality of teaching in classrooms
- With the Numeracy governor, keep the governing body informed about the progress of the Strategy

- Ensure that mathematics remains a high profile in the school's development work
- Deploy support staff to maximise support for the strategy