

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Mathematics Policy

Date adopted by Local Governing Body:

Date of next Review: September 2019

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school issue.

Mathematics has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in *each topic area of the curriculum*.

Purpose of Study

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains but pupils should make rich connections across mathematical ideas. They should also apply their mathematical knowledge to Science and other subjects.

Aims

- become **fluent** in the fundamentals of mathematics
- **reason mathematically**
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems
- to show mastery and greater depth skills.

(see appendix for calculation policy)

Organisation

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems demonstrating greater depth. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

In Year 6, pupils who are identified as MA&T will be challenged through small groupings, focussing on accelerated learning.

Planning

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Teachers are expected to follow the White Rose Maths Hub long term overview. Accelerated learners should be taught a broader curriculum within their year group and demonstrate greater depth skills. Pupils identified for intervention group work should access the curriculum according to their level of understanding. Children should be taught within their correct year groups unless they are working significantly below.

Assessment

For marking see 'Reculver Marking Policy 2014'

Assessments

- Teacher data to be input termly onto SIMS and Aquila Assessment grids.
- Formative TBA
- Arithmetic Papers

- White Rose Maths Hub Assessment Papers.
- NFER & Past SATs papers

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Monitoring and Evaluation

Head teacher and subject leaders to monitor planning and teaching across the school, throughout the year, and use this to inform action plans.

Monitoring will be supported and carried out by Governors and School Improvement Partner.

Use of ICT

Teachers should use their judgement about when ICT tools should be used. Calculators can be introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems.

Spoken language

The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary. They should present mathematical explanations which demonstrate their reasoning skills and should make their thinking clear to themselves as well as others. Teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Homework

Pupils in Key stage 1 should be given weekly mathematical challenges which reflect weekly learning and pupils should add these to their home learning books.

Pupils in Key stage 2 should be given weekly mathematical tasks linked to weekly learning. Time scales for activities should be limited to between 20 and 30 minutes.

Resources

Each phase should ensure that resources are well stored, labelled and in good order.

This document is a statement of the principles, aims and strategies for the teaching of mathematics at Reculver CE Primary School.

Prepared by Subject Leaders:

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Date: September 2018

Approved by Governing Body

Date:

To be reviewed:

Date: September 2019