



Landulph School

Maths Policy



At Landulph Primary School we love maths and see it as an essential life skill. We are committed to ensuring that children have a positive and meaningful experience of mathematics throughout the school. We offer a curriculum that secures essential knowledge and skills whilst giving the children many opportunities to use and apply their mathematical skills across the curriculum, through real life problem solving and mathematical investigations.

The school's aim is for all pupils to have equality of opportunity in order to:-

- develop a sound understanding of basic mathematical concepts through practical and investigational work;
- acquire appropriate and necessary mathematical skills and to apply them confidently and accurately;
- acquire and develop an enjoyment and enthusiasm for Mathematics, be successful and have a positive attitude to the subject;
- be able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- develop thinking skills and logically apply their mathematical knowledge to solve problems;
- use Mathematics as part of the everyday life in school and at home.

Teaching and Planning

Mathematics is a core subject in the National Curriculum and we use a variety of resources including Hamilton Trust to ensure that all topic areas are covered.

It is the class teacher who completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader can discuss these on an informal basis.

Teachers follow the school Calculations Guidance (available on the school's website) to ensure that there is consistency and progression of methods of calculation throughout the school.

The school encourages practical activities in Mathematics on a regular basis, with each class teacher responsible for providing investigational activities in the classroom.

Throughout the week there will be a variety of approaches to maintain the enthusiasm and interest of pupils through focused learning opportunities. Lessons will have clear learning objectives that are communicated to the pupils and differentiated tasks suited to individual children's needs and abilities.

Pupils will have targets based on their individual needs and these will be recorded and evaluated by the pupils with their teacher.

Expectations should be made clear to the children, with links made to previous learning. A good pace of work should be maintained, and all children should know how to record their work. Jottings should be modelled and encouraged to help the children reason and calculate. Lessons may include group, paired or individual work, or guided maths sessions with the teacher.

Throughout the Foundation Year, the children work towards the Early Learning Goals to prepare them for the start of the National Curriculum in Year 1. Child initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out. In the Early Years Foundation Stage, maths is also taught as a discrete subject through child-led themes.

Progression in Mental Calculation Skills

Here at Landulph, we believe the ability to calculate in your head is an important part of mathematics. It is also an essential part of coping with managing every day events.

Mental calculation skills are planned for regularly, as well as regular times tables and mental maths questions. This assists in the progression of number facts that children should derive and recall, the calculations that they are expected to do mentally and the range of calculation strategies or methods that they can draw on.

Landulph Maths Calculation Policy

At Landulph Primary School we recognise that children need a range of calculation strategies which are efficient, accurate and reliable. Through our carefully developed calculation policy, children are given a 'toolkit' of strategies which enable them to calculate confidently.

All staff have received training in the delivery of the new calculation policy. Parents have also been invited to an open evening to discuss our school's calculation policy, and parents had the opportunity to practise their calculations.

The calculation policy is on the school website.

Assessment

1. **Short term** assessment will be by discussion with pupils, observation of their progress within the classroom setting and by the marking of work, adding constructive, informative comments, on a daily basis. Also, through informal testing of mental recall and calculation, through times table testing and mental maths test weekly.
2. **Medium Term** assessment will be carried out using 'Not As You Know It'. This is ongoing throughout the year and provides the basis for target setting and informs lesson planning. Gap analysis should be completed and used to inform planning at each of these stages.

Mathletics and Homework

Every child from Reception to Year 6 are signed up to the award winning Mathletics website and given a personal password to give them access. This interactive website is full of helpful guidance, games and challenges. The children are encouraged to use Mathletics at home, as it is a great resource that inspires the children to rehearse their maths skills. Achievements are celebrated weekly in the Friday Celebration Assembly.

In addition, the children are set a weekly homework task from the CJP books (Maths Workout) in order to strengthen their learning in mathematics. This task directly links with the current unit of learning and is differentiated for each year group. Children who cannot access this level of work are set individual homework linked to the ability level.

Resources

There is a range of resources to support the teaching of mathematics across the school.

We have a wide range of appropriate small apparatus including calculators.

Mathematical dictionaries are available in school. The library contains a range of books to support children's individual research. The Abacus mathematics scheme is used to support the teaching of maths as well as mental maths books for assessment. There is also a Rising Star scheme to support the more able mathematicians, including puzzles and problem solving activities.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in Mathematics is the responsibility of the mathematics subject leader and the Headteacher. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The mathematics subject leader gives the Headteacher an annual summary, in which the strengths and weaknesses in the subject are identified and areas for further improvement are highlighted. The Headteacher allocates regular management time to the mathematics subject leader so that she can review samples of children's work and undertake lesson observations of mathematics teaching across the school. A named member of the school's governing body is briefed to oversee the teaching of numeracy. This governor meets regularly with the subject leader to review progress.

Equality statement

"The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping."

Author: Mrs Sarah Smith

Date of Policy: February 2015

Review date: Spring 2018