



Pikes Lane Primary School Maths Statutory Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: L.Cousen

Linked Governor Sub Committee: Standards Committee

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Mathematics Statement of Practice

Mathematics is creative and highly inter-connected, it 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 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.

Aims

- At Pikes Lane Primary school, we aim to ensure that all pupils:
- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics teaching in school reflects the philosophy of '*The national curriculum in England Framework document, published by the Department for Education*'

Links with other Subjects

Teachers at Pikes Lane Primary School use every relevant subject to develop pupils' mathematical fluency. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They are taught to understand the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Planning

Each half-term, Staff use both the national curriculum Framework document and school long term plans to organise the learning objectives (WALTs) onto a Pikes Lane Primary School medium term plan.

Each week, staff refer to their medium term planner as they devise daily mathematics lessons using the Pikes Lane Primary School weekly planning format. Mental maths is practised every day, and whenever possible, rote counting/chanting times tables forms part of the mental/oral starter.

Every day, pupils are encouraged to use self and peer assessment to evaluate their own learning. Staff reflect on the progress made by the children during the maths lesson, and consider how the next day's lesson may need to be adapted to meet the needs of the class.

For specific guidance about how we teach addition, subtraction, multiplication and division, please refer to the Pikes Lane Primary School Calculation SoP.

SEN

Lessons are planned to ensure that there are no barriers to every pupil achieving. The SEN Code of Practice document includes advice for teachers of SEN children. Further information is available from the school SENCO (Mrs S.Long).

EAL

A large proportion of the school population have English as an additional language. Teachers are aware of bi-lingual learners and plan to ensure their language needs are met.

Assessment

Regular tests are implemented and this alongside work completed day to day in workbooks, is used to make a judgment about whether a child is working below/at or working above the National Standard for that point in the year. The progress a child is making is also tracked and both attainment and progress are discussed at termly 'Pupil Achievement Meetings' Parents are informed of the progress and attainment their child is making. (see the Assessment Sop for further details.)

Marking

Marking is part of a continuous process to enable children to make progress with their learning and/or to draw attention to mistakes/misconceptions. This process is made possible through the use of check or challenge tasks: checks ask the child to correct errors by trying again and challenges push learning further by giving the pupil more to think about. Comments are both positive and constructive, showing the child the way forward; marking is also undertaken as soon as is possible after the work is completed. Expectations of **Basic Skills** are high and children are given time to respond to marking and correct errors. Where possible (particularly in Key Stage 2), it is advisable to engage pupils in marking their own work.

Assertive Mentoring / Target Setting:

Assertive Mentoring meetings should take place in the first week of each term.

Parents will be invited to Assertive Mentoring Meetings, which will replace the Parents Evening Format. Children must be present during this meeting. The following things will be discussed at the meeting:

- The pupil's attitude to learning: effort/homework/punctuality/uniform etc with be highlighted using the traffic light system
- The pupil's maths scaled scores: their targets, their entry score and their current scores in maths
- The pupil's progress through their maths passports, paying particular attention to the objectives that they have not yet achieved
- Any other issues/concerns about the pupil

Early Years Planning

Throughout Foundation Stage, children progress through the 'Development Matters' statements, leading to the achievement of "Early Learning Goals" as defined in the 'Early Years Foundation Stage Profile' (QCA).

Within early years numeracy is developed via

- structured/unstructured pupil activities
- adult led, group activities
- independent activities

- continuous provision developing into the form of a more structured mathematics lesson in Reception classes.

Resources/Equipment

In every classroom where mathematics is taught, there are a variety of resources available for the children to access as appropriate to the level they are working at. See the document 'Agreed items for maths displays' for more details. In addition to this, each child has a 'Maths Pack' containing a number of resources to support their learning. Children always have the opportunity to use concrete objects and talk about mathematical understanding before they are asked to record. Children are presented with mathematical concepts in a variety of different ways, to apply their understanding to a variety of situations.

Homework

Children are given maths homework each week, in accordance with the homework policy.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.