

## **Stanford in the Vale CE Primary School Maths Policy**

This policy reflects the school's aims and objectives in relation to the teaching and learning of Maths. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum 2014. These set out the rationale for teaching each area of the Maths Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the Maths subject leader with the staff.

### **Aims**

We aim to encourage all children to:

- experience success and achievement in maths
- develop a positive attitude to maths as an interesting, exciting and valuable subject
- develop confidence and ability to think clearly and logically; identifying and exploring patterns and relationships; systematic, independent and co-operative working practices
- experience maths throughout the curriculum
- apply maths confidently in everyday life
- to develop ability and agility when using both mental and written methods to solve problems
- be confident in and enjoyment of maths; enabling children to express ideas fluently with some confidence using the language of maths

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage and the National Curriculum (2014) Programmes of Study.

## **Mental Maths - CLIC**

At Stanford in the Vale we firmly believe that mental maths skills are vital. All children participate in a weekly mental maths test along with a 'Learn It' challenge and a 'CLIC' challenge. 'The CLIC Challenge' asks children to answer 10 key questions. There are 20 challenges, one set for each term of a child's life in school. There is no time limit as such and children are encouraged to make jottings to aid their calculations.

The second test is the 'Learn It' Challenge and it asks the children to answer a set number of 'Learn It' questions in a set time.

Both tests provide children with a fun and motivational way to track their own progress and set their own targets for numeracy. Children are constantly challenged to increase their own score (literally...'Beat That!', where 'that' is their best ever score).

## **Teaching**

A range of teaching approaches are used in school. In the Foundation Stage teaching is either individual or small group. In addition, the children learn through directed and self-initiated play. In KS1 and KS2 teaching can be individual, small group or whole class depending on the area of study.

In the Foundation Stage, there are 4 taught Maths lessons each week.

In KS1, there are a minimum of 4 taught Maths lessons each week with a mixture of CLIC or reinforcement activities as starters.

There are also mental maths tests and CLIC tests on alternative weeks.

In KS2, there are a minimum of 4 taught Maths lessons each week with a mixture of CLIC or reinforcement activities as starters.

There are also mental maths tests and CLIC tests each week.

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.

Planning is based on

- EYFS
- Curriculum 2014
- Abacus
- White Rose Hub Mastery resources
- A range of other resources

Abacus identifies which objectives and where, from the Maths Curriculum are covered within each year group. Maths is taught both as a discrete subject and cross curricular. Teachers and Teaching Assistants plan work for Wave 2 and 3.

## **HOMEWORK**

Each child from Years 2-6 are registered with Maths Whizz. Each week the children are expected to complete a minimum of 30-40 minutes a week as homework. Teachers are able to monitor their class' usage each week, send emails and rewards to the children and print off certificates for usage and improvement.

## **Primary Maths Curriculum 2014**

The introduction of the Primary Maths Curriculum 2014, brought about a greater focus on number and also on problem solving and reasoning.

Each child is expected to be competent in their years' objectives by the time they move into the next year group.

The curriculum is set out into 6 sections.

- Number - including Number and Place Value, Addition and Subtraction.
- Multiplication and Division and Fractions (including Decimals (Year 4, 5 & 6) and Percentages (Year 5 & 6)
- Measurement
- Ratio and Proportion (Year 6 only)
- Algebra (Year 6 only)
- Geometry - including Position and Direction

- Statistics

### **Assessment and Record Keeping**

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, Headteacher / Maths Subject Leader to assist in planning for future work to meet the needs of the children
- A scrutiny of the work of high, medium and low and SEND and G&T groups is carried out across the school. This is discussed at Senior Leadership Team meetings
- Summative assessment records are passed to the Headteacher for information and analysis
- End of Key Stage SATS materials are used by Year 2 and 6
- The subject leader tracks children's work in a portfolio. This demonstrates the progression of 3 children in each year group.
- The subject leader monitors use of Maths Whizz from Years 2-6, and tracks the identified children in each year group
- Children and teachers use the national curriculum objectives to continually assess children's work
- Teachers and children assess work on a lesson by lesson basis using a traffic light system
- Classroom Monitor is used for record keeping.
- Maths Objectives sheets for each year group are used to show objectives covered and to indicate:

Green - 80%+ of children are confident

Orange - 40% of children are confident, needs to be repeated for consolidation

Red - less than 20% are confident, will need to be retaught

## **G&T/SEN**

Children who are identified as either Gifted or More Able in Maths, or who are on the SEN register for Maths, receive suitably differentiated work, expectations, classroom support and intervention work from Teachers and TA's.

Children, who are more able at maths, are involved in the running of the school tuck shop - Sweet Shack.

## **EVALUATION**

There is an established structure of evaluation (action plan and yearly consultation with the Headteacher and Governor) and review which sets out how the Maths Subject Leader will:

- Review and revise the school policy and classroom practice
- Advise planning
- Consult with individual staff/Team Leaders
- Consult with children

## **EQUAL OPPORTUNITIES**

At Stanford in the Vale, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the Maths Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

## **RESOURCES**

We believe that the school and the classroom environment are important in fostering a positive attitude to Maths. A range of computer programmes, text books and practical apparatus is available for all children and teachers. Use of practical apparatus is encouraged throughout the school for all children. Apparatus are duplicated in each class to enable children to have a continuity of learning. Each class has a maths display/working wall area to give children quick and easy reference points and visual stimuli.

## **ROLE OF SUBJECT LEADER**

The Maths Subject Leader is responsible for the development and monitoring of the Maths curriculum to ensure a coherent Maths strategy for our school. They can help teachers with planning and is responsible for developing the school's policy.

The SL will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice, and by supporting them in the classroom.

The SL is responsible for implementing changes required by the New National curriculum and will attend training courses in respect of its implementation. The knowledge and skills gained on these courses will be imparted to colleagues through regular staff meetings and on INSET days.

The SL also ensures that all staff accesses the relevant CPD.

The SLT will scrutinise planning, Maths work, reading records and assessments.

## **ROLE OF GOVERNING BODY**

To ensure the implementation of the Early Years Foundation Stage k and the National Curriculum and to review the policy bi-annually.

Policy Review

Written April 2016 Debbie Turner

Review April 2018 Maths Coordinator