

ST JAMES' RC PRIMARY SCHOOL'S MATHEMATICS POLICY

This policy has the School's Motto at its heart.

Faith in action,

Growing together,

Walking in the footsteps of Christ

Aims

Mathematics is a tool for everyday life. At St James' our aim is to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate mathematics.
- An ability to use and apply mathematics across the curriculum and in real life.
- An understanding of mathematics through a process of enquiry and experiment.

Delivery and planning

The National Curriculum 2014 and Early Years Foundation Stage Profile provide the framework for teaching and learning throughout the Early Years, Key Stage One and Key Stage Two.

Pupils' knowledge, skills and understanding are developed across six strands:

- Number
- Measurement
- Geometry
- Statistics
- Ratio
- Algebra

Mathematics is a mastery subject where all children are expected to meet yearly objectives within the current academic year. Once the expected standard has been reached children broaden their depth of knowledge through reasoning and problem solving.

Planning guidance is taken from the White Rose scheme with additional resources being used to support or enhance learning where appropriate.

Medium term planning highlights a targeted level of attainment to be achieved by groups of learners, gap analysis of previous learning and scaffolding for children below age related expectations (as identified on the school assessment system). Plans list specific learning questions for each lesson. Weekly plans give details on how the lesson will be taught, which resources will be

used and how the lesson will be scaffolded. Key questions are highlighted, key vocabulary listed and links to prior learning made.

Homework is used throughout the school to support mathematics. Please refer to the Homework Policy.

Cross curricular links to mathematics are made where appropriate.

Mathematics at St James' supports the development of children's cultural capital through learning how to read and use time tables, working with and understanding distances, scaling work and using and understanding money. Mathematics is often presented in real life contexts. All year groups work with voluntary external providers to learn about finance, bank accounts and how to budget.

Learning and teaching

At St James' we believe high standards of learning and teaching in mathematics occurs when mathematics lessons are well-paced and structured, where pupils are involved and challenged, where pupils are questioned effectively, and where there are opportunities for them to demonstrate and explain their reasoning.

The approach to the teaching of mathematics within St James' is based on the following principles:

- Assessment informs planning.
- A minimum of four dedicated mathematics lessons per week consisting of an oral/mental starter, a whole class session followed by scaffolded tasks/activities and a plenary.
- The mental starter for KS2 is Fluent in Five or Rapid Reasoning depending on the term.
- KS1 follow the Mastering Number program from the NCTEM separately from their daily maths lesson.
- All classes undertake at least one 'Active Maths' lesson per week.
- Additional early morning work mathematics sessions may place value, key facts and arithmetic.
- An emphasis on oral work and the use of practical equipment.

Scaffolding

Independent work is planned by both task and outcome. All pupils begin from the same place. The daily whole class work is scaffolded by specific questioning. Exceeding pupils are stretched through breadth and depth of knowledge and the application of skills. Please refer to More Able, Gifted and Talented Policy for the criteria of identification of gifted children. Emerging pupils are supported through targeted intervention both within lessons, supported group work or additional mathematics tutoring before or after school.

Marking and Assessment

Effective marking should aim to help children improve their knowledge and understanding of mathematics. All staff adhere to the Marking Policy.

St James uses Classroom Monitor to record formal assessment of children's learning. Classroom Monitor is continuously updated to reflect children's progress. The Subject Leader scrutinises data

and ensures it is used to inform planning and target pupils appropriately. Children are formerly tested each term using either previous SATS materials (Years 2 and 6) or Cornerstones assessment materials.

Resources

Teachers use a range of resources. The White Rose Scheme is used from Reception to Year 6. This is supplemented by online resources and other publications. With an emphasis on the use of manipulatives, essential equipment is kept in classrooms. Additional, topical resources are stored centrally and returned.

The teaching and learning in mathematics is supported by the policies of:

- Early Years
- Teaching for Learning
- Assessment, Planning and Recording
- Equal Opportunities and Inclusion
- Calculation Policy

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: spring 2023

It will next be reviewed in: spring 2026

This statement of policy was approved by the Governing Body at their meeting on: -

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)