

Chellaston Junior School
Mathematics
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Date of Policy April 2015
To be adopted by the Governing Body: July 2015
To be reviewed: April 2017

CJS, CJS,
Together we are stepping to success
CJS, CJS,
Together we are working to achieve our best.”

1. Introduction/Rationale

This policy is a statement of the aims, principles and strategies for the teaching and learning of Maths at Chellaston Junior School in order to cultivate:

Successful learners who enjoy learning, make progress and achieve
Confident individuals who are able to lead safe, healthy and fulfilling lives
Responsible citizens who make a positive contribution to society

The school's policy for mathematics is based on the document 'National Curriculum in England - Mathematics.' The implementation of this policy is the responsibility of all the teaching staff.

Mathematics provides a way of viewing and making sense of the real world. Mathematics can be used to describe, illustrate, interpret, predict and explain. The utility of Mathematics is unquestioned but the skills and knowledge should be embedded in purposeful activities.

2. Aims

To develop: -

1. A positive attitude to mathematics as an interesting and exciting subject.
2. An understanding of mathematics through a process of enquiry and experience.
3. The ability to think clearly and logically in mathematics with confidence, independence of thought and flexibility.
4. An appreciation of the nature of numbers, space and pattern leading to an awareness of structure and relationships in mathematics.
5. Mathematical skills and knowledge accompanied by the quick recall of basic facts.
6. The ability to apply knowledge and skills to real life problems.

3. Teaching Strategies

The teaching of Mathematics will follow the National Curriculum in England - Mathematics. The planning of the blocks of work will be consistent across year groups. The planning will include a variety of different teaching approaches. Within these lessons there will be a good balance between whole-class work, group teaching and individual practice. The children will be given opportunities for practical work to consolidate their understanding where ever possible.

The children are taught in mixed ability classes in Year 3 and Year 4 but they are set according to ability in Year 5 and 6. (From time to time different arrangements may be made according to the

cohort.)

Homework will be given to the children regularly to consolidate learning.

4. Entitlement

It is vital that all children develop their mathematical ability and consideration is given to encouraging success in mathematics regardless of gender, race or ability.

Year groups plan work that is differentiated to include SEN and G & T children. It is then the responsibility of the class teacher to cater for individual needs of the children in their class/group. Children may be identified for intervention as identified by their progress, SEN or Pupil Premium status.

5. Progression and Continuity

The foundation for planning in Mathematics will be the National Curriculum in England - Mathematics. Year groups will plan each block of work so it is taught consistently across the year group. Class teachers will then annotate the lesson according to their class's needs. Planning incorporates opportunities for cross curricular links to be made through the whole school thematic overview. These are initially identified by the working party and then discussed during year group planning meetings.

There is a rigorous and systematic review of the curriculum on a half-termly basis through a theme book scrutiny by the subject leader for Maths and the ICT Learning team. This ensures the progression and continuity across year groups are evidenced in learners' work.

There is also a Maths book scrutiny ensuring The Calculation Policy is being taught accurately to suit the needs of the children whom they teach. This is done by SLT and the Maths team to ensure progression is apparent.

6. Assessment Recording and Reporting

Teachers continually assess the children's understanding of Mathematics as part of Numeracy lessons. Their assessment informs future lessons.

At the end of each block of work the children's understanding is assessed. The results are recorded in the Assessment Folder. The children are recorded as being 'in line', 'below' or 'above' the expected level for their age. The results inform future planning of this block of work.

All children will take standardised tests at regular intervals throughout the year to support teacher judgments. An overall assessment will be recorded on the school tracking system and reported to parents annually.

Pupils are regularly tested in Mental Maths and Times Tables. A variety of published schemes and CDs are used for Mental Maths. Table Races are carried out regularly using a multiplication grid.

The Assessment Folder and tracking data are passed on to the next teacher.

The children use a variety of methods to self assess their understanding of the work completed in the lesson; this can range from simple 'thumbs up'/'stepping into the sun' or more formal written feed-back. Children in Y5 and 6 also use peer assessment.

Children are given the opportunity to respond to marking to consolidate and challenge their learning. This also provides children with the opportunity to work on their misconceptions previously identified.

7. Links across the Curriculum

Pupils will be given opportunities to develop their mathematical skills across the curriculum. There is a very strong link with ICT. The children use a variety of ICT programs to enrich and develop their understanding of mathematics. There is also a very strong link between Science and Mathematics and the children are encouraged to apply their mathematical skills when drawing graphs and interpreting data and results in Science.

Maths will also be linked to the broader curriculum where possible. For example: art (shape and space), D & T (measuring and shape and space), Geography (co-ordinates and map work) and History (Timelines.)

8. Resources

Each class has essential maths resources for immediate classroom needs, including a set of calculators. Other resources and equipment are centralised to allow for maximum use and are therefore readily accessible to all. Maths resources are stored on bookshelves and in a wardrobe style cupboard next to the Learning Mentor's Room and in a cupboard. Year group leaders also have some resources required for their year group.

9. Health and Safety

All children will be supervised when using equipment for practical activities and consent will be sought from parents to complete surveys for data handling activities that involve the children leaving the school grounds.

10. Monitoring and evaluating

It is the role of the subject leader for Numeracy and the Maths and ICT team to monitor standards and progress in Maths.

Monitoring and evaluation of Maths is achieved through:-

- Scrutiny of Maths books
- Scrutiny of Maths planning
- Scrutiny of theme books
- Pupil interviews
- Learning walks
- Giving feedback to teachers

Relevant information will be kept in the Maths section of the 'Maths and ICT' learning team folder.

The subject leader for Maths also collaborates with other schools in PEIP 5 in order to share ideas on curriculum monitoring and development to raise standards.