**Marwood School Mathematics policy**

**Purposes of this policy**

* To establish an entitlement for all pupils
* To establish expectations for teachers of this subject
* To promote continuity and coherence across the school
* To state the school’s approaches to this subject

**Rationale**

Mathematics equips pupils with a uniquely powerful set of tools to understand and function within the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics can be a creative process. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to a problem, or suddenly sees hidden connections. At Marwood we link mathematics to real life and attempt to make it relevant.

**Expectations**

By the end of KS1, lower KS2 and upper KS2 we expect the majority of children to have mastered the mathematics curriculum relevant to that age group. A few children may still be working towards achieving this standard and interventions will be in place to help them. We expect some children to be working at a level exceeding this standard.

**Aims**

* Meet the requirements of the New National Curriculum programmes of study
* provide a relevant, challenging and enjoyable curriculum for all pupils and engender a fascination for mathematics
* to teach children to be able to calculate accurately using efficient methods
* promote an ability to communicate mathematical thinking
* foster an appreciation of the relationships in mathematics
* develop the ability to use and apply mathematics across the curriculum and in real life situations
* build pupils’ confidence by creating an “I can do this” ethos in the classroom and encouraging a positive attitude towards mathematics
* encourage pupils to work systematically and to show a respect for accuracy and meaning
* encourage children to tackle maths with a spirit of enquiry and sustained problem solving
* to foster a deep understanding of mathematics in order to provide a solid foundation in the subject.

**Entitlement and curriculum provision**

Mathematics is a core subject in the National Curriculum 2014; we use the objectives outlined in Hamilton Maths for each year group as a basis for implementing the statutory requirements of the Programme of Study for Mathematics.

Mathematics is taught in our Foundation Stage as an integral part of the EYFS

curriculum. During the foundation stage, our aim is for pupils to cover a broad curriculum that leads towards achieving the national expectations as described in the Early Learning Goals.

All pupils, throughout the school, have a dedicated mathematics lesson every day. Additionally, every opportunity is taken to incorporate maths into other curriculum areas and everyday situations in order to make maths relevant to children. We expect all children within a year group to move through the mathematics curriculum together working on the same theme. Those who grasp concepts quickly will be challenged by rich in depth tasks whereas those who need consolidation will be supported.

**Assessment and recording**

Assessment is undertaken on a regular basis.

* Foundation stage: children are assessed using the EYFS Profile.
* Short-term assessments: teachers keep their own informal records of those pupils whose progress is markedly different from that which is expected. These informal records note anything which surprises them, either in terms of a lack of understanding or exceptionally good progress. This formative assessment is of a cyclical nature as it then informs future planning.
* Medium-term assessments: each unit of work is evaluated using information arising from short-term assessment. Teachers evaluate termly plans to decide on the extent to which: pupils have met the objectives, objectives were not covered, or pupils did not achieve them.
* Long-term assessments: these are undertaken through a combination of teacher assessment and end of year tests. The tests used are the national tests at the end of Year 2 and 6 and optional tests for Years 1, 3, 4 and 5.
* Summative teacher assessments are made in relation to each child at least twice a year. These are reported to parents in the yearly report and at the end of the year. All assessment data is collated by the Head Teacher and the subject coordinator. This information is used to track individuals and whole class progress across the school.

**Continuity and progression**

Each class follows the calculations policy to ensure that children learn broadly the same methods across the school. Yearly teaching objectives and termly planning sheets are used consistently by all teachers to ensure continuity, coverage and progression across the school. Teachers are responsible for planning and teaching all elements of the mathematics curriculum to their pupils.

Teachers’ records are passed onto the next teacher. Each teacher has time allocated to discuss each pupil’s attainment and progress with their existing teacher at the end of the term before pupils move class.

**Learning resources**

Each class has a range of suitable resources in the classroom which are clearly labelled. Children are encouraged to choose resources which they need so that they can become independent learners. Resources are regularly updated and supplemented. There are a selection of computer programs/ APPs available in school which can be used on whiteboards or computers. Bigger resources such as weighing scales and capacity equipment are shared resources and are stored centrally.

**The learning environment**

Classrooms are stimulating learning environments. Displays might contain a mixture of:

* problems to stimulate imagination
* prompts to help pupils develop an image of number and the number system (for example number squares and number lines) and to help them remember key facts and vocabulary
* pupils’ work which celebrates achievement
* Working walls.

**Inclusion**

All pupils are included in mathematics lessons and experience direct, interactive and lively teaching appropriate for their age and stage of development. Where applicable children’s IEPs incorporate suitable objectives and teachers address these objectives when planning work.

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs, those disadvantaged and on the Pupil Premium register as well as those who are identified as gifted and talented.

**Leadership and Management:**

* Coordinators will continually update their knowledge of the curriculum and will inform other members of staff of any updates or changes
* Coordinators will support planning and team teach where required
* Coordinators will take responsibility for maintaining and allocating the mathematics budget
* The mathematics subject leader is responsible for supporting the development of effective teaching across the school.
* The mathematics leader will attend centrally organised training and will attend subject leader conferences.

**Homework**

Regular homework is set in mathematics to consolidate and develop work from lessons. Homework also helps parents to be informed of what their children have been learning.

This policy will be reviewed in line with the school’s policy review programme.

Barbara Nicolson-Martin

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