



The Federation of St Bede's and St Bernadette

Maths Policy



Mission Statements

St Bede's School

The life of the school is centred on our Roman Catholic Faith in which we proclaim the Gospel values of love, peace and justice that influence all our activities and relationships. We aim to create a happy and caring atmosphere which enhances the highest expectations for all of our children so that they develop and gradually come to understand the Gospel values and the way they influence our lives.

St Bernadette School

Our mission is to:

- Develop a Catholic school community where the teachings of Jesus Christ are learned, lived and celebrated in prayer and worship.
- Provide a spiritual, academic, physical, moral, social and emotional education that develops the whole person for life as a Christian in the wider community.
- Create a caring community where we are all valued equally and encouraged to show love, respect and forgiveness for ourselves and each other.

Introduction

Mathematics is one of the core subjects in the National Curriculum. This policy outlines the purpose, nature and management of what is taught and learnt in our school.

This policy for Mathematics reflects the consensus of opinion of the whole teaching staff and has the agreement of the Governing Bodies. The implementation of this policy is the responsibility of all the teachers and teaching assistants at St Bede's and St. Bernadette Schools.

Principles and Aims

Mathematics provides a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

All activities are designed to develop confidence and enable pupils to develop positive attitudes to Mathematics.

We aim to enrich children's linguistic experience and to develop their powers of logical thought.

The work and progress of the pupil as an individual is of central importance. Teachers aim to develop qualities of resilience and the ability to work co-operatively as a member of a team.

The activities are balanced between tasks which develop knowledge skills and understanding and those which develop the ability to attempt practical problems. The main point of learning Mathematics is to be able to use it effectively, both in class and the outside world.

We aim to promote collaboration through problem solving and investigational work and to encourage discussion as a positive element in Mathematical learning.

Curriculum Entitlement

At St Bede's and St Bernadette we follow we the National Curriculum. We use the Renewed Primary Framework and APP grids to ensure continuity and progression.

Planning

Within each class, there is a wide range of mathematical ability. It is part of the school curriculum policy to provide a broad and balanced education to all children.

All children are grouped according to ability. Teachers plan to ensure a good match between children's abilities and the mathematical work offered to them. Extension activities are provided for more able children, work is scaffolded for SEN children and visual aids used to support EAL pupils. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Mathematics takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Planning is done in consultation with the parallel teacher.

Long term plans are formed at the beginning of the academic year for all year groups. Medium-term planning is carried out half termly. Short term planning is in the form of a weekly forecast which outlines learning objectives and differentiated activities. Teachers analyse data from the previous half term and pitch their planning according to children's needs, focusing mainly on basic strategies and then building on these.

The medium and short-term plans are collected and monitored by the Mathematics Subject Leader every half term or more often if circumstances dictate.

Cross-Curricular Links

Mathematics is taught mainly as a separate subject but every effort is made to link Mathematics with other areas of the curriculum. We try and identify the mathematical possibilities across the curriculum at the planning stage. We also draw children's attention to the links between Mathematics and other curricular work so children see that Mathematics is not an isolated subject.

Teaching and Learning Style

Lessons generally follow a similar format with a mental and oral starter, a main activity and a plenary session. The daily Mathematics lessons last for approximately one hour. All members of staff use a variety of approaches to enhance children's mathematical experience.

We encourage children to have positive attitudes towards 'mistakes' and to be aware of their potential as learning opportunities. Next steps are reviewed with each child so that children know what they need to do to improve.

Activities are balanced between different styles of learning: doing, observing, talking and listening, discussing with other pupils, reflecting, drafting, reading and recording etc. in the form of:

- Oral work;
- The development of mental strategies;
- The development of mathematical vocabulary through number rhymes, songs, stories and games;
- Collaborative learning situations;
- Written methods;
- Practical work;
- Investigational work;
- Problem solving;
- Mathematical discussion;
- Consolidation of basic skills and routines.

We endeavour to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing. During these lessons we encourage children to ask as well as answer mathematical questions.

Home and School Links

Homework is set on a regular basis to reinforce and extend what has been covered in class. The following is a guide to the amount of homework we expect to set:

From Reception to Year 3, children are given Mathematics homework once a week.
In Year 4, homework is given twice a week.
In Year 5, homework is given three times a week.
In Year 6, homework is given four to five times a week.

Teachers inform parents how they can support their children's mathematical work at open evenings and 'pop in' sessions. Parents are informed of their child's overall progress and effort through annual written reports.

Equal Opportunities

We aim to provide a broad and balanced Mathematics curriculum for all our children regardless of ability and command of English. Positive attitudes towards Mathematics are encouraged for both boys and girls. We aim to take into account cultural background, gender and special needs, both in our teaching attitudes and in the published materials we use.

Record Keeping and Assessment

At St Bede's and St Bernadette we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make them purposeful. This benefits the pupils and allows us to match the correct level of work to their needs and thus ensuring good progress.

Short-term assessments are an informal part of every lesson and are closely matched to the teaching objectives. These tend not to be recorded because they are for teacher's immediate attention and action. Work in Maths is regularly marked in accordance with the school's agreed Marking Policy.

Medium-term assessments are carried out through the use of APP Grids in Key Stage 1 and 2, and the Early Learning Goals in Foundation Stage.

Long-term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets. In Foundation Stage we continue to use the Early Learning Goals for our assessment and the same applies to Year 1 with regards to the APP. We use the National tests for children in Year 2 and 6 and the optional national tests (QCA) for children at the end of Years 3-5 as well as Teacher Assessment.

All teachers pass on relevant information regarding pupils as they progress through the school.

Monitoring

Monitoring of the standards of children's work and of the quality of teaching and learning in Mathematics is the responsibility of the Mathematics Subject Leader.

- Observations of lessons are carried out, pupil books and lesson plans are monitored and pupils are interviewed about their learning by the Mathematics Subject Leader every half term.
- Data analysis, Mapping and Provision and Interventions are also monitored every term.
- Any concerns are brought to the attention of the Senior Leadership Team (SLT).
- All Action Plans are monitored by the SLT.
- This policy document is presented to the Governing Bodies.

Review

This Mathematics Policy has been produced and agreed by the Federation of St Bede's and St Bernadette staff and Governors in March 2013.
This policy will be reviewed in September 2013.



June 2012

