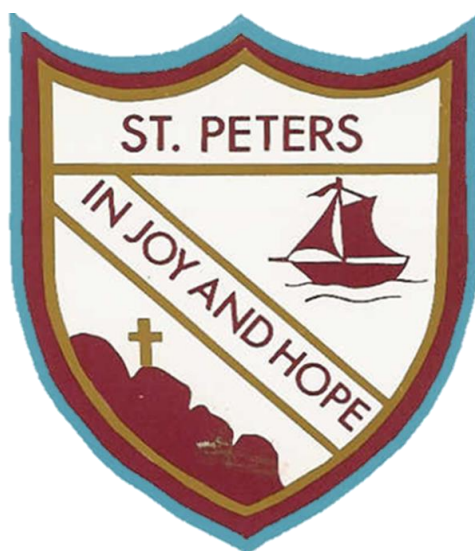


# St Peter's Catholic Primary School



## Mathematics Policy

Agreed by Governors: June 2021

Chair of Governors Signature\_\_\_\_\_

## **1. Aims and objectives**

- 1.1 Maths teaches children how to make sense of the world around them through developing their ability to calculate reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. At St Peter's, we are committed to ensuring that children understand the importance of Maths in the wider world and apply this knowledge to different scenarios and contexts. We encourage our children at St Peter's to show curiosity during their Maths lessons, through demonstrating and explaining strategies they have implemented in order to solve a problem.
- 1.2 Our objectives in the teaching of mathematics are:
- To equip children with a powerful set of tools to understand and change the world.
  - To develop logical reasoning, problem solving skills and the ability to think in abstract ways.
  - to promote enjoyment of learning through practical activity, exploration and discussion;
  - to promote confidence and competence with numbers and the number system;
  - to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
  - to develop a practical understanding of the ways in which information is gathered and presented;
  - to explore features of shape and space, and develop measuring skills in a range of contexts;
  - to help children understand the importance of mathematics in everyday life;
  - to develop the cross-curricular use of mathematics in other subjects.
  - to ensure continuity and progression in the teaching of mathematics, from the Early Learning Goals, through to the New Curriculum framework.

## **2. Scheme of Work**

EYFS follow the 'Development Matters' Document to guide the teaching and learning of our youngest children at the start of their maths journeys. The key skills and maths facts are taught through play and exploring using lots of different equipment through continuous provision and objective led guided sessions with our Foundation Stage staff.

Across Key Stage One and Two Maths, White Rose is used as a support tool for planning teaching and learning activities which are appropriate and accessible for all children. Teachers use their own knowledge of where gaps in learning are, as a result of school closures, to focus on these key aspects within lessons. Problem-solving and reasoning questions are incorporated within daily lessons to allow all children the chance to discuss and develop their mathematical vocabulary.

Children from Year One-Year Six complete termly assessments which are provided by NFER. This allows teachers to establish where any gaps in learning are and provide age standardized scores which are tracked termly. Teachers use these as a tool to plan subsequent interventions and lessons for specific topics to be covered.

Please see our school Calculation Policy which outlines the formal methods taught for each of the four operations.

### **3. Teaching and learning style**

The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. During our daily lessons, we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. ICT is used in mathematics lessons for modelling ideas and methods. Wherever possible, we encourage the children to apply their learning to everyday situations.

In all classes, children have a wide range of mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games. We use classroom assistants to support some children, and to ensure that work is matched to the needs of individuals.

### **4. Assessment and Record Keeping**

A range of tracking is carried out by staff in order to assess that pupils are making sufficient progress. Summative assessment is used on a day to day basis during lessons to identify areas of weakness and possible interventions that maybe required. Formative assessments are carried out at the end of term by each class and the results are analysed to identify any gaps in teaching and learning which are then addressed accordingly.

At the end of both Key Stage One and Two pupils take part in National SATs tests which are made up of two different papers. The first being arithmetic, which focusses on the four rules and the ability to use known maths facts fluently. The second focuses on reasoning and the ability to apply mathematical understanding to everyday life. These are both timed and pupils are given opportunities across all areas of the curriculum to apply their knowledge and rehearse test techniques in order for them to gain confidence and be able to achieve their potential.

Children are encouraged to assess their own abilities from years 1 – 6 through self-assessment and also peer assessment.

All work is marked in line with the school's marking policy. Both written and verbal feedbacks are to move children's learning forward.

### **5. Resources**

All classrooms have a number lines and a wide range of appropriate small apparatus. A range of software is available to support work with the computers. There is a central store of mathematical equipment and age appropriate texts to support the teaching and learning of Mathematics, in the subject leader's classroom. An annual audit of resources is completed by the subject leader.

### **6. Parental Involvement**

Parents receive an annual report along with regular parents' evenings to advise them on the mathematical progress of their child.

Open Mornings, workshops and assemblies provide opportunities for parents to be involved in mathematical activities within the classroom and to help them understand the changing approaches to mathematics. The Foundation Stage offer Stay and Play sessions for parents each term.

## **7. Homework**

Mathematics homework is based on learning mathematical facts across both Key Stages- practising, learning, reciting, recall of- number bonds, multiplication and division facts etc. Homework is set to support class based learning. Children also have access to Times Tables Rockstars to help them practice times tables and division facts at home.

Date: May 2021

Signed: