

# Oakhurst Community First and Nursery School

## Mathematics Policy

Reviewed: October 2018 by Mrs B Franklin



## **Introduction**

This policy outlines the teaching, organisation and management of Mathematics taught at Oakhurst Community First and Nursery School. This policy is based on the expectations and aims of the 2014 Curriculum for Mathematics and the Early Years 'Development Matters' EYFS document. It is set within the context of the school's vision, aims and policy on 'Teaching and Learning'. This ensures continuity and progression in the learning and teaching of Mathematics.

## **Aims**

At Oakhurst Community First and Nursery School we wish our children to have the building blocks in place to provide a solid foundation, as well as being prepared for applying their skills in everyday life situations and in their future learning. Our Mathematics curriculum therefore aims to:

- develop children's knowledge and understanding of Mathematical concepts whilst enabling them to practice and master skills and methods;
- enable children to think critically and communicate their understanding;
- give children opportunities to apply mathematical skills in different contexts across the curriculum.

## **Planning**

At Oakhurst Community First and Nursery School, work within the Foundation Stage is guided by the requirements set out in the Early Years 'Development Matters' EYFS document.

For pupils within Years 1 – 4, our Mathematics curriculum is primarily taught using 'Inspire Maths' along with 'Coverage Units' in order to cover the 2014 curriculum. Teachers use their professional judgement to determine timing and depth of each part of the lessons to suit the class needs. In addition to this NCETM 'Mastery Documents' and 'Mathletics' is used to enhance the learning and teach uncovered objectives from 'Inspire Maths'. Teachers plan by:

- Starting from a thorough understanding of all of the children's needs, combined with high expectations for all children to achieve;
- Using 'Inspire Maths' long and medium term plans, as well as 'coverage units'
- Designing teaching sequences which include Learning Challenges, Steps for Success and differentiated activities;
- Ensuring lessons contain a good balance between whole-class work, group teaching and individual practice;
- Providing opportunities for children to apply their maths skills to different problems within maths lessons and across the curriculum, including real contexts where children are problem solving with a purpose in mind;
- Designing class investigations which practice different elements of problem solving, including: finding all possibilities, logic problems, finding rules and describing patterns, diagram/ visual problems and exploring different aspects of number;
- Providing opportunities to use computers and tablets, including the Interactive White Board, to further extend and apply mathematical skills.

## **Teaching**

In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching sessions as well as planned structured play situations, where there is scope for exploration. All children in key stage 1 and 2 will follow a three step process (CPA) with their Maths learning, whereby each new concept will be taught practically (Concrete), then pictorially (P) and finally move onto the abstract approach (A). During lessons teachers will:

- Encourage the children to communicate their understanding of maths so that it clarifies their thoughts;
- Children will have in depth discussion in 'mixed ability' pairs.
- Children will have access to practical resources;
- Model correct Mathematical language and notation;
- Develop and extend mental arithmetic strategies;
- Practise and refine efficient written calculations, appropriate for each age group.

## **Assessment**

Assessment of work is on-going by the class teacher and informs future planning. Teachers mark work in mathematics in line with the school Marking Policy. Teachers use 'Assessment for Learning', enabling Teachers and Teaching Assistants to adapt their teaching and planning to meet all of the children's needs. Teachers will use sections of 'Inspire Maths' and 'Assessment books' to gauge children's knowledge and understanding.

- Ensure feedback is regular and constructive;
- Enable pupils to self-assess against their learning challenges, giving them a sense of achievement;
- Allow pupils to use Learning Partners to reflect on their own or each other's attainment;
- Model how corrections could be made, giving children a chance to learn from their misconceptions or incorrect methods;
- Design future lessons based on evaluating the children's work and observations made during the lessons;
- Set half termly targets to focus learning;
- Provide summative assessments every half term using 'Pupil Tracker Online', in order for class teachers, the Mathematics Subject Leader and the Assessment Co-ordinator to monitor pupil progress.

## **Intervention**

At Oakhurst Community First and Nursery School, we support those children who are not making good progress, with carefully planned intervention. What is being delivered and how it is being delivered is the class teacher's responsibility.

We identify from tracking any gender issues that exist, as well as examining the Mathematics performance of ability groups, those children with English as an additional language, those children entitled to the Pupil Premium grant and those with a Special Educational Need. Where data indicates a whole school issue, it will form part of the School Development Plan.

## **Monitoring**

The Mathematics Subject Leader is responsible for ensuring that pupils make progress in Maths. Monitoring involves: observing Maths lessons; examining children's books, conducting pupil interviews and analysing whole school data. As part of this process, a nominated school governor also works alongside the Mathematics Subject Leader, when evaluating the impact of teaching and learning in maths.

Following monitoring activities, feedback is given to staff about how they can strengthen their practice and CPD (professional development) and/or suitable resources are provided.

Where specific initiatives have been put in place for school development, these are monitored by the subject leader in order to evaluate their impact. Findings are reported to the Headteacher and Governing Body.

## **Parents and Homework**

We recognise that parents make a significant difference to children's progress in Maths and encourage this partnership. Class Teachers will provide a half termly Parent Overview to outline the content of Maths lessons for the half term ahead. Children will be set homework through Mathematics which consolidates and enhances taught skills as well as providing opportunities for children to discuss mathematical concepts with their families/ friends in familiar contexts.

## **Equality Statement**

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.

This policy has been reviewed in line with the School's Single Equality Policy

*This policy was updated by Mrs B Franklin , Deputy Headteacher*

*This policy was agreed by the Governing Body on 8 October 2018*