



Respectful, resilient, responsible learners.

Mathematics Policy

Subject Leader Ms Sarah Hunt

Purpose of Study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject (The National Curriculum in England, 2014).

Teaching of mathematics at Abingdon Primary School

Teaching of mathematics at Abingdon Primary school is underpinned by a belief in the importance of mathematics and a belief that most children can succeed in mathematics in line with national expectations for the end of each key stage.

At Abingdon we subscribe to the aims of the National Curriculum for mathematics to ensure that all pupils:

- Become fluent in the fundamentals of mathematics
- Are able to reason mathematically
- Can solve problems

It is our aim to develop:

- A growth mind-set about ability to learn mathematics
- A positive attitude towards mathematics and an awareness of how fascinating elements of mathematics can be
- Competence and confidence with numbers and the number system and other mathematical knowledge, concepts and skills

- Problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics
- An ability to communicate using mathematical language
- An ability to work both independently and with others

Teaching for Mastery

At Abingdon Primary School we adopt a mastery approach to mathematics teaching and learning. This means that our teaching:

- has number at its heart
- stays in the required key stage and supports the ideal of depth before breadth.
- ensures that students can stay together as they work through the schemes
- provides time to build reasoning and problem solving elements into the curriculum

We follow the Medium-Term Plans designed by the White Rose Hub from Year 1 to Year 6 which ensures coverage, continuity and progression in our teaching.

All teachers plan daily mathematics lessons which aim to break children's learning down into small, connected steps. Planning is done on a weekly basis and includes learning objectives, key vocabulary, differentiated activities and, where possible, identifies misconceptions that many children will have. Factual knowledge (e.g. number bonds and times tables), procedural knowledge (e.g. formal written methods) and conceptual knowledge (e.g. of place value) are taught in a fully integrated way and are all seen as important elements in the learning of mathematics.

We believe that children's conceptual understanding and fluency is strengthened if they experience concrete, pictorial and abstract representations of a concept during a lesson and our lesson planning incorporates these approaches. Repetition of key ideas, sometimes in the form of whole class recitation may be used. This helps to verbalise and embed mathematical ideas and provides pupils with a shared language to think about and communicate mathematics. Children will experience a range of experiences in mathematics lessons e.g. practical activities and mathematical games, group and individual problem solving activities, whole class discussions in addition to working in a more formal manner in their mathematics books.

The whole class is taught mathematics together, with no differentiation by acceleration to new content. The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate rapid intervention, to provide the necessary support and challenge. Differentiation may also be achieved through the use of activities which cater for a range of mathematical response, the use of mathematical manipulatives and the use of teacher support. Children who grasp concepts rapidly are given opportunity to deepen their learning through the provision of carefully designed activities. Children who have not made the expected progress in a lesson will be supported by intervention groups. Grouping of children within lessons is fluid and flexible and will be based on children's performance in a previous lesson or the beginning of that particular lesson.

Children with an identified SEND may need carefully differentiated work to meet the objectives from lower year groups in order to make adequate progress. SEND children will have targets identified on their pupil support plans which will inform their interventions.

Assessment

Formative and summative assessment is an integral part of the mathematics curriculum.

Summative assessment will be undertaken using a variety of methods appropriate to the year groups. In some classes, teachers will assess children's learning at the start and end of a topic through the use of short, carefully designed tests. Additionally, all classes will undertake the White Rose Hub termly assessment tests (arithmetic and reasoning papers) at the end of autumn, spring and summer terms. Statutory KS1 and KS2 SATS tests will be undertaken at the end of years 2 and 6.

Weekly tests of children's number bonds and times tables will be undertaken throughout school (Big Maths) and children's scores recorded.

Formative assessment will occur during lessons through observation, the use of questioning and from evidence in children's books. This assessment will be used as a basis to plan for children's progression in subsequent lessons or intervention groups.

Marking is undertaken by both pupils and teachers and is seen as an integral part of the assessment process to aid pupil progress. Marking will be relevant and focussed and will allow children time to review their own work and make necessary corrections. Where appropriate, teachers will provide opportunities for further challenge within their marking.

Teachers' assessments of children's progress against the learning objectives from the National Curriculum for mathematics are recorded half-termly for objectives covered on the SIMS tracking system. Children are assessed against the objectives using the descriptors Emerging, Developing or Secure depending on their judged depth of understanding and ability to apply their knowledge.

Working walls

All classrooms have a working wall where models, vocabulary and visual images used in previous lessons are displayed and referred to. Children will use these to support their learning.

Monitoring and Evaluation

The quality and effectiveness of the teaching of mathematics at Abingdon Primary school is monitored through scrutiny of assessment data, monitoring of children's books, learning walks, pupil voice activities and lesson observations.

Role of the Subject Leader

- to take the lead in policy development
- to support teaching colleagues (including support staff) through the provision of staff meetings, training sessions, 1:1 support for planning, team teaching and the provision of teaching resources.
- To monitor the quality of teaching and learning in mathematics across the school through the scrutiny of children's work, assessment data and observations

- To maintain a good knowledge of current thinking in mathematics through research, attending subject leader CPD and as part of a Teacher Research Group

The Subject Leader will report on mathematics to the Headteacher and will liaise with the named link governors.

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