



Mathematics Policy



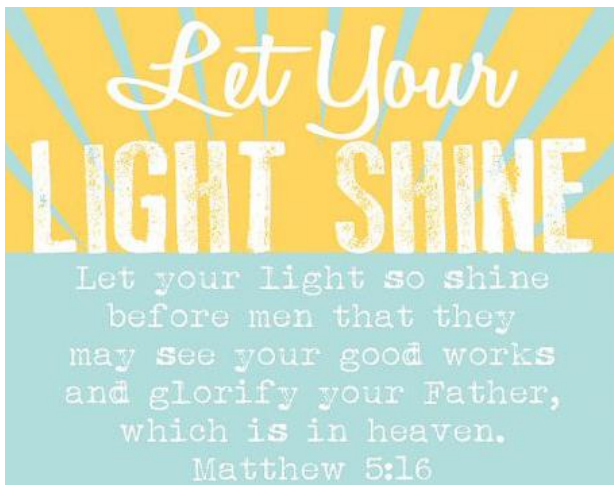
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Education must develop every child's personality, talents and abilities to the full. (Article 29)



Mission Statement

"We share in Christ's life so He can guide our thoughts, words and actions."

At Holy Cross Catholic Primary School we have designed our curriculum with pupils' learning at the centre with the aim of ensuring that all pupils make progress. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. As a Catholic School, the teachings of the gospels is at the centre of everything we do. Pupils are taught to treat each other with respect and to support each other in their learning. We aim to ensure that pupils enjoy learning and feel prepared for life after school. We intend to offer our pupils new and exciting experiences that are designed to build resilience, confidence and self-esteem both in the classroom and through extra-curricular activities. We recognise that pupils should be challenged in their school; learning from failures and celebrating successes. We intend for our curriculum to enable pupils to develop their interpersonal skills, creativity and independence. It is our intention that pupils leave Holy Cross Catholic Primary School with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. It is our intention to provide a Catholic education in which our children are informed and empowered to transform society.



Rights of the Child

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

Article 3: Everyone who works with children should always do what is best for each child

Article 13: The right to have information

Article 29: The right to become the best that you can be.

Introduction

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 all forms of employment. A high-quality education in maths 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.

Aims and Objectives

Every child has the right to an education. (Article 28)

Education must develop every child's personality, talents and abilities to the full. (Article 29)

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, reason and to solve problems. It enables children to understand and appreciate relationships and pattern both in number and space in their everyday lives.

Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of mathematics.

Our aims for mathematics are to enable children to:

- Become fluent in the fundamentals of mathematics, including varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Spoken Language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially and linguistically. The quality and variety of language that pupils heard and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussions to probe and remedy their misconceptions. The adults must model verbal reasoning skills and provide opportunities throughout the lesson for spoken language to be assessed and corrected.

EYFS

As the class is part of the Foundation Stage, we relate the mathematical aspects of the children's work to the objectives set out in the areas of learning, which underpin the curriculum planning for children aged three to five. The EYFS learning environment includes visual images, models and number resources to stimulate interest. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics. Mathematical resources are readily available both indoors and in the outside learning environment.

The National Curriculum for Mathematics

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The 2014 National Curriculum programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Cross curricular

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It is a core subject with a range of cross-curricular links but most often, is best taught discretely, using opportunities from other subjects to rehearse skills in a context. Mathematics involves developing confidence and competence in number work; shape, space and measure; handling data and the using and applying of these skills.

Assessment and Recording

At Holy Cross 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 our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment is carried out at three levels:

- Short-term assessments such pre and post unit assessments, we use to help us adjust our daily plans. These short term assessments are closely matched to the teaching objectives; they are fed back appropriately to children in their books or through discussion. These should be linked to the Learning Objective for the lesson and teachers use these when planning the next lesson in a series.
- Termly summative assessments are carried out throughout the year. The purpose of these assessments is to review and record the progress the pupils have made in relation to the skills taught throughout the term. The data analysis is then used to inform teaching and learning and help guide pupil progress meeting discussions.

Class teachers complete teacher assessments using a range of materials to assist their judgements such as: MathsHubs White Rose progress checks and past SATs papers (KS1 and KS2). Alongside these tests, class teachers collect a range of evidence to support their assessments, including: their knowledge; work in books and records and observations. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year.

Reporting

All parents receive a mid-term report and an annual written report on which there is a summary of their child's effort and progress in mathematics over the year. At the end of Key Stage 1 and Key Stage 2 each pupil's level of achievement against national standards is included as part of their annual written report.

Parents

At Holy Cross School we believe communication with parents is essential and aim to involve our parents in their child's education as often as possible. We do this in the following ways:

- Over the year 'Inspire' workshops are carried out across the year groups.
- Children's targets and progress against these targets are shared with parents at parent consultation evenings.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and provide, equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender, special needs, and gifted and talented children, both in our teaching attitudes and in the published materials we use with our pupils.

How we cater for pupils with particular needs

The daily mathematics lesson is appropriate for all pupils. Staff will ensure all children can access the lesson through appropriate scaffolding strategies so that all children make progress within the lesson. When appropriate groups of children who are struggling with concepts or need to revisit previous learning objectives in mathematics, may take part in intervention programmes and same day catch up sessions.

Children with special educational needs

Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Mathematics teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs which impacts their cognition and learning. Quality-first teaching strategies would then be put in place and evidenced to ensure the adults and the classroom environment is acting in the best interests of the child. Through effective tracking and a clear communication system with the Inclusion Lead, staff may then need to use the SEN toolkit to ensure the child can access the curriculum content.

Gifted and Able children

Able, Gifted and Talented children will be taught in their own class. They will be given the opportunity to make progress and be stretched through differentiated tasks, open-ended challenges, self-directed learning and out of the classroom experiences.

Monitoring, Evaluation and Review

Progress and standards are monitored by the mathematics subject leader and the SLT through scrutiny of planning and books, learning walks, interviews with children and analysis of assessments.

Link governor and full governing body

There is a named link governor who meets with SLT, discusses policy, practice, looks at the leader's file and action plan and visits lessons where possible to see mathematics lessons. These visits are feedback to the full governing body at least once per year.

The curriculum committee meets with the SLT and the maths leader to discuss progress for all children in Mathematics to ensure progress is being made and how high standards are being sustained and secured.

Written: September 2019

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