



## ST CUTHBERT'S CE Maths POLICY

### Aims

- To raise standards in Mathematics using the National Curriculum for teaching mathematics.
- To develop skills which enable children to use and apply number, measurement, geometry, statistics, algebra, ratio and proportion with competence and confidence in a range of contexts.
- To develop children's skills in mental calculation by ensuring they have a repertoire of known facts and strategies to draw upon.

The Subject Leader will:

- set high expectations and monitor teaching and progress
- encourage a whole school approach, keeping parents, governors and all support staff well informed
- support individual teachers
- regularly review the mathematics action plan
- lead by example showing a thorough understanding of the subject
- offer support to teachers in planning, teaching and assessment
- identify INSET needs, plan and deliver INSET

Governors will:

- be well informed through the leadership of the Headteacher, mathematics subject leader and Numeracy Governor and monitoring visits into school
- support the staff in implementing the school's policy for mathematics
- monitor and review progress on the mathematics Action Plan

Teachers will:

- implement the daily mathematics lesson sharing clear learning objectives with the children
- use a range of teaching styles to incorporate
  - \* direct teaching
  - \* a high proportion of whole class oral/mental sessions
  - \* group/paired work
  - \* individual work
- use the NC objectives to aid planning using
  - \* the yearly objectives and planning grids for medium term plans
  - \* the key objectives for assessment
  - \* the supplement of examples for short term planning and assessment
- give homework activities in line with the school policy e.g. learning tables, learn by heart activities
- Incorporate maths activities into big idea planning wherever possible.

In the daily mathematics lesson teachers will:

- Objectives for each lesson should be shown clearly in planning, displayed in the classroom and made known to the children.
- Day to day assessment takes place in addition to this to inform daily plans.
- share clear learning objectives with the children
- provide daily practise of mental skills including counting, rapid recall, newly learned facts and calculation strategies
- maintain good pace and use effective questioning
- use accurate mathematical vocabulary
- engage pupils in challenging differentiated activities using a range of resources, including ICT

The SENCO will:

- support the mathematics subject leader and teachers in dealing with children with special needs and encourage whole class inclusion where possible
- use the detailed objectives in the NC
- use tracking data to identify children in need of intervention to support their progress
- work with the class teacher to use Wave 3 intervention when appropriate

Children will be encouraged to:

- enjoy mathematics and see its relevance in real life
- understand exactly what is expected of them on a day to day basis
- develop mental calculation strategies so that their first reaction to a question is "Can I do that in my head?"
- use mathematical vocabulary with confidence
- use their knowledge to solve problems, see patterns, make predictions, present information clearly, interpret data
- give oral explanations of their methods

Support staff will:

- be included in staff training for mathematics where appropriate
- have a clear understanding of their role in each part of the lesson
- share the learning objectives for each lesson and know the key vocabulary to be developed
- use the NC to 'track back' where necessary
- work with identified groups to deliver intervention programmes
- take part in the assessment process

Parents will:

- be encouraged to develop positive attitudes to mathematics and actively support their child
- receive support materials to enable them to take an active part in their child's learning
- be well informed of their children's progress through annual reports and parent's evenings

Reviewed Summer 2014

Review Date Summer 2016

Signed by Chair of Governors