



CYRIL JACKSON PRIMARY SCHOOL MATHS POLICY

VISION AND VALUES:



STATEMENT OF AIMS:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development

AIMS FOR MATHS

Children should:

- Approach maths with confidence and determination
- Feel comfortable to make mistakes and learn from them
- Approach problem solving and investigations independently
- Make independent decisions about strategies to use in Maths
- Be encouraged to think holistically about Maths by bringing in different aspects of their mathematical knowledge
- Be encouraged to develop flexible thinking to solve problems in different ways
- Have a secure understanding of methods for calculating the four operations in line with the Cyril Jackson Calculation Policy
- Explain their thinking clearly and logically using appropriate mathematical vocabulary
- Have an efficient range of strategies to calculate mentally
- Enjoy Maths by making it relevant and meaningful through connections to other areas of the curriculum and everyday life

- Understand how Maths relates to the wider world through robust links with the Foundation subjects

STATEMENT RE: SCHEME OF WORK

As a school we follow the White Rose scheme of work. Teaching teams use these schemes of work as their core planning document and plan holistically over a unit of work to ensure depth of coverage and acute understanding of core ideas. The White Rose materials are augmented with regular investigations, mainly from NRich.

The EYFS use a bespoke curriculum map with specific on guidance on pedagogy for each unit of work. The expectations for curriculum outcomes are taken from Development Matters. The recommendations for pedagogical approach are taken from a combination of the Maths Hub Mastery Scheme of Work, Early Excellence: Developing Young Mathematicians in the EYFS (Helen Tate), NCETM: How to Create a Nation of Mathematics Lovers (Sue Gifford). EYFS use NRich as inspiration for Problem Solving which is weaved throughout the curriculum.

The medium term planning is modified each term depending on assessment outcomes and the needs of the children in each year group.

Teachers plan weekly from the White Rose to ensure that the mathematical experiences for the children are broad and balanced and offer a variety of learning. Clear links are made to other areas of the curriculum to make maths as meaningful and accessible as possible for our children. This encompasses:

- Practical activities;
- Problem Solving;
- Investigation;
- Pen and Paper work;
- Using ICT;
- Mental Maths activities;
- Using the local environment.

TEACHING AND LEARNING:

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

Our goal is to combine excellence in teaching with enjoyment of learning.

(See Teaching and Learning Policy)

ASSESSMENT:

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

At Cyril Jackson we use ongoing assessment and gaps analysis tests to help every child develop to his or her potential, help the school to improve and help parents and the public to understand the progress and performance of the school.

In Mathematics children's progress throughout each year is monitored on the School Tracker and through termly Pupil Progress Meetings. Teachers track children's progress each term by making observations, marking work and engaging in assessment activities based on level descriptors.

- In the Autumn term we use White Rose gaps analysis tests to identify misconceptions and inform our teaching for the year
- In the Spring term Years 2 and 6 use past SATS papers to assess the children's knowledge and understanding. Years 1, 3, 4 and 5 use White Rose gaps analysis tests
- In the Summer term Year 2 and Year 6 SATS are carried out, Years 1, 3, 4 and 5 use White Rose gaps analysis tests
- Throughout the year teachers engage in continuous assessment
- We hold termly moderation meeting with a number of partnership schools in order to assess children's level of attainment and review coverage
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At the end of the summer term in-depth analysis is carried out on the SATS papers in order to set targets and planning for the following year.

Using the assessment information the Maths classes across the school are set according to ability.

RESOURCES

In each classroom there is a range of equipment accessible to the children, encouraging independence. These include items such as: number squares, multiplication squares, digit cards, cubes, part-part-whole models, counters, number fans, bead strings etc. There is also a wide range of equipment stored in the resources cupboard in the South Building and on the first floor in the Maths cupboard in the North Building.

Support materials for planning and copy masters for activities are available in both staffrooms.

OUT OF HOURS LEARNING

As a school we offer a series of after school booster classes for children in years 2 and 6. This helps the children revise basic concepts and prepare for their SATS.

TRAINING OPPORTUNITIES

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development raises achievement and improves the learning environment within the school. Support is offered both from within the school, and through external agencies/institutions.

We aim to provide all teachers and support staff with regular mathematical training by running frequent school based INSETs and by sending teachers on external training.

(See Training and Development Policy)

EQUAL OPPORTUNITIES

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

(See Equal Opportunities Policy and Racial Equality Policy)

PARTNERSHIPS:

Parents

The role of parents as early educators and developers of children's mathematical skills is very important

We see parents as:-

Partners in the process of supporting mathematical understanding of the world through explanation and practical activities linked to everyday life

Supporters of homework and practice of fundamental skills such as times tables, calculation methods and number bonds

Other

We have a partnership with Barclays Bank where employees come and work with children in year 6 and year 5