

Ravensmead Maths Policy

Vision

Mathematics teaches us how to make sense of the world around us through developing an ability to calculate, to reason and to solve problems. Its importance to everyday life as well as a huge array of jobs and careers means that we are, through mathematics, able to equip children with a powerful set of tools for their future. It is through first hand experiences in lessons, showing clear links to real life, as well as cross-curricular approaches, that we provide our children with these skills.

General Aims and Objectives

We aim to develop and nurture our children, so that they become confident mathematicians for the future. We want them to know and understand the purpose, relevance and importance of mathematics in everyday life. Our intention is for every child to develop confidence and the skills in maths to become lifelong learners who can make a valued contribution for themselves, the wider community and the world around them.

It is through our mathematics teaching at Ravensmead that we aim to:

- Develop an enjoyment and love of maths in all pupils.
- Provide an environment where mathematical risk-taking, creativity and logical thought are encouraged in order to develop independent learners.
- Ensure that all children experience a sense of achievement regardless of age, race, gender or ability.
- Develop an understanding of the underlying skills, concepts and knowledge of number, measurement, shape, space and handling data.
- Develop the ability to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.
- Develop communication with peers and adults, discussing ideas, experiences and questions, clearly and fluently, using the appropriate mathematical language.
- Provide the skills and tools to explore problems using appropriate strategies, predictions and deductions.
- Encourage the use of mental calculations and efficient written strategies to work out answers to calculations and solve problems.
- Help pupils to recognise the opportunities to use ICT and electronic equipment in maths.

Curriculum Provision and National Curriculum Requirements (September 2015)

Mathematics at our school has been based on the new (2014) Mathematics Curriculum for year groups 1 to 6. The new curriculum programmes of study are used to give a balanced and broad curriculum to all of our pupils, this includes the statutory and non-statutory aspects of the curriculum.

Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, sexuality, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Planning

The Mathematics Programme of Study (Sept 2014) is used as the basis for implementing the statutory requirements for maths. Medium term planning is taken from either Hamilton Trust or the Entrust Schemes of work and is used to ensure coverage of objectives. Teachers plan for their 'sets' drawing on the year group objectives which best suits the ability of the children in their set, with objectives drawn from the year below/above where appropriate. Short term planning is completed weekly by staff following an agreed school format.

SEND, Gifted & Talented Provision

We teach mathematics to all children, whatever their ability, we aim to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children. This is achieved in a number of ways:

- Using a wide range of teaching styles to ensure that all children have the opportunity to gain knowledge and understanding.
- Setting differentiated tasks to ensure that all children can achieve.
- Providing a range of resources matched to the ability of the child.
- Grouping children by ability and providing appropriate support (adult or peer) for tasks.
- Setting open-ended tasks which can have a variety of responses to challenge an extend thinking
- Where necessary teachers will, consult with the SENCO, draw up an IEP/learning passport and use this to provide a differentiated curriculum to meet the individual child's needs.

Assessment

Assessment for Learning is an integral part of the teaching at Ravensmead and our detailed Marking and Feedback Policy and AFL policy must be considered alongside this Maths Policy.

Assessment is an integral part of the teaching and learning cycle and is a continuous process informing daily/weekly planning. Assessment is carried out in a variety of ways in every maths lesson and includes observations, questioning, marking and discussion.

Children are provided with opportunities for self/peer-assessment and improvement. Achievement against Stage expectation is recorded on a class grid for Y1 to Y6. From year 2 to year 6 children complete weekly 'maths quizzes' which are used to inform achievement towards end of stage expectations and are recorded on the class 'I can.' Stage grids.

Throughout the academic year there are planned assessment time periods in maths where termly assessments are made to measure progress towards the end of stage expectations. These assessments are also used to identify children who are not making adequate progress in mathematics and help us to plan for targeted interventions in order to accelerate their learning to narrow any gaps.

At the end of the year we make a final judgement on the child's achievement against their end of stage expectation, these are reported to parents and are used to organise sets for the following academic year as well as again identifying children who would benefit from interventions or extra support. Stage grids are then passed on to the next teacher for them to use as part of their assessment process the following year. National tests are used for children in year 2 and year 6 at the end of the academic year (against

the New National Curriculum for Summer 2016). Nursery and Reception children are assessed against the age bands in "Development Matters" and the Early Learning Goals. Teachers meet to review individual examples of work and moderate assessments to ensure consistency across the school.

Reception Baseline Assessment

During the on entry period to Reception the children will have a baseline assessment completed, which assesses the 'Areas of Learning and Development' as detailed in the EYFS statutory framework. This includes all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths. Observations will be made, collated and analysed.

Resources

There is a large variety of maths resources stored in a central location within the school, clearly labelled. A small number of basic resources, including a range of photocopiable books, are stored within each classroom. The calculations policies and ENTRUST planning documents are stored on the learning platform, along with a range of electronic resources, staff also have access to Hamilton Trust and Education City. A range of assessment documents are located centrally in KS1, LKS2 and UKS2. Resources are added to regularly by the maths co-ordinator who should be notified of any shortages or specific requests. The children are shown how to take care of our resources and are progressively encouraged to select equipment suitable to the task in which they are engaged.

Monitoring and Evaluation

There is an expectation that throughout the year on a rolling programme the subject coordinator monitors and evaluates the quality of teaching and learning. If the subject is an agreed school focus (as in Spring 2015) then the monitoring will include a combination of lesson observation, pupil voice and book sampling all with equal weighting and which will inform the school's agreed appraisal policy.

Role of the Co-ordinator

The role of the coordinator involves

- Resourcing the subject in terms of needs, equipment and materials
- Monitoring the scheme of work/rolling programme that takes into account National Curriculum requirements, progression of learning, resources and interventions at Ravensmead to support all abilities.
- Supporting colleagues in all aspects of the Curriculum and ensuring standards of teaching and learning remain high.
- Attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of current relevant issues.
- Ensure effective links are maintained with the link governor by keeping him/her informed of current developments and action plans in this subject area.
- Be responsible to the Head Teacher for the successful organisation and delivery of the subject.

Health and Safety

The coordinator is responsible for ensuring that all Health and Safety guidelines addressed in the H&S policy are adhered to in this subject. Class teachers are responsible for providing a safe environment for the teaching of all lessons.

Approved working party

Approved full governing body

Review date