



Christ Church CE Primary School
**'Train up a child in the way he should go and
when he is old, he will not depart from it.' Proverbs 22:6**

Policy for Mathematics

Introduction

At Christ Church CE Primary School:-

- The Mathematics curriculum meets the needs of all pupils, regardless of ability, culture or background.
- We value all children as unique 'Children of God' and endeavour to use the six principles of nurture to encourage individuals to flourish and aspire to reach their God given potential in Mathematics. We aim to provide opportunities for all to achieve excellence, open minds and inspire dreams both now and in the future.
- From Reception, Pupils are taught in ability groups that ensures all children receive high-quality teaching that targets age-related expectations and those who are currently working at a lower standard are given differentiated support and interventions to enable them to diminish the differences with their peers.
- Pupils receive a Mathematics curriculum rich with practical opportunities and experiences, to allow them to develop a deep understanding of the world.
- Pupils are given the opportunities to use a range of models and images through a 'Concrete, Pictorial, Abstract' approach to the curriculum.
- Relevant Mathematical resources are used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
- Pupils are encouraged to recognise their own strengths and school plays a vital role in the development of a child's self-esteem Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.
- Procedural fluency, problem solving and reasoning are developed in equal measure.
- Partnership with parents has a valuable role to play in addressing the education of all pupils, and particularly those with English as an Additional Language.

We believe that the above philosophies can only be successfully practised through a whole school approach.

Achieving excellence, inspiring dreams, opening minds, creating futures.

Objectives

The teaching of Mathematics at Christ Church CE Primary School is geared towards enabling each pupil to develop their learning whatever their ability. We endeavour to not only develop the mathematical skills and understanding required for later life, but also an enthusiasm and fascination about Mathematics.

We aim to increase pupil confidence in Mathematics so that they are able to express themselves and their ideas using mathematical language with assurance. Using their mathematical skills, pupils will be able to make sense of the world around them and understand and appreciate relationships between Mathematics and their everyday lives.

Aims of the new national curriculum

The national curriculum for Mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice 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 solution

At Christ Church CE Primary School, class teachers and teaching assistants are responsible for overseeing the teaching, learning, assessment, target setting, monitoring and day to day support / liaison for pupils in all aspects of mathematical learning.

Mathematics is taught across 5 sessions per week for 1 hour (Reception and KS1) 75mins KS2. Maths lessons do include a daily mental starter (10-15 mins) which consists of Key Fact (+ and x table) activities, 'Flashback' session and/ or

'It's Nothing New' (Big Maths)

Mathematics is taught mainly as a separate subject but every effort is made to link Mathematics with other areas of the curriculum. Opportunities to link mathematical skills are identified across the curriculum at the planning stage. We also draw pupils' attention to the links between Mathematics and other curricular work so that they see that Mathematics is not an isolated subject.

The Mathematics leader:

- Monitors quality of planning, teaching and learning in Mathematics
- Monitors standards and progress of pupil's work in Mathematics
- Provides a strategic lead and direction for the subject in relation to current developments in Mathematics
- Supports colleagues in the teaching and learning of Mathematics

Provision

Resources for the delivery of the Mathematics curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms and additional equipment, including topic-specific items, are stored in the resource area. Teachers are also encouraged to use the school playground/ Forest area as an outdoor classroom when possible, for example when teaching length, area or perimeter.

Christ Church CE Primary School uses published resources from White Rose Maths and Big Maths (Arndel Education) to facilitate the teaching of Mathematics but recognises the need for the teaching of Maths to be 'scheme assisted, not scheme driven' to ensure that the needs of all pupils are met.

Materials are constantly updated as new and relevant items become available. Staff are provided with high-quality training which addresses their own professional development needs, as well as that which addresses current school development priorities.

We aim to fully include SEN pupils in the daily Mathematics lessons so that they benefit from the emphasis on group work, by listening and participating with other pupils when demonstrating and explaining their methods. In order to meet the needs of all pupils, 'Same Day Interventions' are utilised to ensure that no pupil is left behind in their learning.

Where necessary teachers will, in consultation with the SENCo, the specialist teacher and members of SLT, draw up a support plan for a pupil.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We support parents and carers in many ways to get involved in their child's education.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage, if and when appropriate. Throughout the year we invite Parents and carers into our 'Open Mornings' where they get to sit in a Maths lesson with their child. We find that this helps to break down barriers between home and school.

Pupil Participation

Pupils are encouraged to actively participate in their own learning including:

- Learning key facts that are given at the start of each half term
- Selecting appropriate resources to aid them in their mathematical enquiry, and use them with respect.
- Taking pride in their presentation and following the school's presentation policy: numbers are formed correctly, one digit per square is applied at all times, and handwriting in maths books continues to follow the school's handwriting policy.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For specific details, refer to the whole-school safeguarding policy

Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the school's leadership team before wider appropriate consultation is undertaken, directed by the Head Teacher.

Appendices

This policy should be read in conjunction with the following policies or guidelines:

- Calculation policies
- Mathematical Presentation policy
- Assessment policy
- Concrete, Pictorial, Abstract guidance

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Reviewed: February 2024

Next Review: February 2026