

INSPIRATIONAL LEARNING ACADEMIES TRUST

MATHS POLICY

Reviewed in December 2016 by Mrs E Harvey- Director

Next Review Autumn 2017

Aims of our Mathematics teaching:

- To ensure that all children regardless of race, gender, class, culture or disability have equal opportunity to develop their full potential in all areas of the mathematics curriculum. The contribution of all children is to be respected and valued.
- To provide children with the opportunity to develop their investigative, inquisitive and practical skills through the use of designated Mathematics Areas in each classroom
- To provide opportunities for children to develop the practical skills and understanding of concepts, facts and operations as outlined in the Primary National Mathematics Strategy.
- To develop children's mental arithmetic skills and flexible mental methods.
- To enable children to use and apply Mathematics skills in everyday life and situations.
- To encourage children to work independently and collaboratively and to be able to select appropriate equipment and methods for the task set.
- To develop the creativity and flexibility of mind to investigate and problem solve through trial and improvement methods, reasoning, making and testing hypotheses and proving and disproving.
- To develop personal qualities of commitment and persistence in tackling problems.
- To encourage the use of mathematical language in order to discuss, explain and express ideas and to interpret results through a variety of practical and investigative activities
- To help children observe the patterns and relationships which are at the heart of mathematics.
- To familiarise children with the calculator, computer and other ICT equipment and to help them use ICT appropriately and effectively in a variety of contexts.
- To help all children to experience pleasure, success and enjoyment in mathematical experiences in order to develop a confident and positive attitude towards mathematics.

Guidelines for our Mathematics teaching

Mathematics is taught as a discrete subject, maximising opportunities for cross curricula and topic links.

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Children are taught in a whole class, with groups organised by the class teacher. Children work as a whole class, group or individually depending upon the activity and its objectives.

This range of teaching styles plus a wide variety of resources are used in the delivery of the curriculum. Concepts are introduced through play and practical activities with an emphasis on using and applying.

Regular practice is used to reinforce understanding but it is through problem solving and investigational work that children have the opportunity to use and apply this knowledge and demonstrate what they know and understand.

Within the class the children may have the opportunity to be grouped in various ways for different activities (ability, mixed ability, friendship etc) to help promote discussion and mathematical language.

Differentiation and Inclusion

It is our aim to provide a broad and balanced curriculum for all pupils: giving every pupil the opportunity to experience success and achieve a high standard.

Children can be identified as requiring additional support during half termly pupil progress meetings. From this cohort action plans are produced to move learning forward with specific targets that have been identified due to gaps in learning. Well planned, differentiated teaching activities, small group work and targeted individual interventions are used to move learning forward. This is evaluated by the teacher during the next half term and used to inform the following pupil progress meetings. If these strategies do not result in sufficient progress class teachers will meet with the SEND lead to discuss what steps to take next.

It is also our aim to develop and encourage the talents and skills of more able children. Children demonstrating particular talents are recorded on the school's More Able register. Teachers plan activities for the more able and talented pupils which teach

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and consolidate the higher order skills in Maths as well as logical reasoning and problem solving. This provides additional challenges in lessons.

Children who have English as an Additional Language are provided with the opportunity to develop their vocabulary and understanding in the mathematical curriculum in order to allow them to succeed.

Calculation Policies

Calculation Policies for the four operations (addition, subtraction, multiplication and division) have been written and implemented to aid progression throughout the whole school (located in the Mathematics Subject File and available on the website).

Homework

Relevant homework is set, that is appropriate to the children's needs, to consolidate or extend learning that has taken place during school time. Homework set can be written, for example in the form of worksheets, or oral/practical, for example to consolidate number bonds or number recognition.

Assessment

Lesson plans should be annotated and evaluated in order to inform future planning.

Assessment Profiles are completed each term and include, where appropriate:

- Number bonds to 5, 10 and 20
- Assertive Mentoring half termly assessment
- Multiplication speed test
- Targets are also set and reviewed for each child.

Gathering assessment data is an ongoing process. At the end of each half term pupil progress data is reported to the full Senior Leadership Team. At the end of every half term the data is put onto the schools tracking system by the class teacher, for analysis.

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Summative Assessment:

At the end of Key Stage 1 and 2, pupils in Y2 and Y6 sit SATs for Mathematics. This assessment indicates a particular level of achievement and will be reported in levels, together with the statutory test result to all parents at Parents Evening. KS2 sit optional SATs during the Summer term. All children will receive an annual written Report in Mathematics and parents will be invited to discuss their child's progress at Parent Evenings.

Marking

As a school we follow the Academy Marking Policy. We highlight errors or misconceptions and also provide children with learning challenges and their next steps.

Targets

Individual targets are set through the closing the gap marking. Targets are sent home in assessment profiles each term following pupil progress meetings.

Monitoring

The Senior and Middle leaders in the Academy take the responsibility for the monitoring of Mathematics and the standards achieved by pupils.

Monitoring takes the form of:

- Lesson observations
- Scrutinising planning and evidence file
- Book scans
- Data analysis - DCPro QCA, SATs
- Discussion with pupils and class teachers
- Assertive Mentoring

Pupil Progress

Meetings take place with members of the Senior Leadership Team before the end of every half term. Teachers are expected to report the attainment and progress of all

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pupils in their class, including an analysis of identified groups; pupil premium, gender, abilities, SEND, EAL and LAC

Resources

In the classroom practical apparatus should be used regularly and should be easily accessible to children. Wherever possible pupils are encouraged to independently select the materials appropriate to the task. A wide variety of materials and equipment are located in the resource room in labelled trays.

Reporting to Trustees

Trustees are regularly updated upon the attainment and progress in Maths across the MAT. Trustees challenge any anomalies or unexpected data trends based upon the data analysis from pupil progress meetings. This ensures that Maths teaching and data is consistent and of the highest standard. All children therefore; regardless of race, gender, class, culture or disability have the opportunity to develop their full potential in all areas of the mathematics curriculum.