



# Chad Vale Primary Mathematics Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Matthew Cham
School adoption date:	January 2019
School's review date:	January 2021

## CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

**Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 13: (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 28: (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

**Article 29: (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## MATHEMATICS POLICY STATEMENT

Teaching at Chad Vale is aimed at developing a sense of enjoyment and curiosity around mathematics whilst enabling each pupil to develop the essential mathematical skills and understanding required for later life.

Teachers use the age-related expectations from the National Curriculum 2014 to plan lessons which are knowledge rich, support the transfer of skills and inspire children to reach their full potential as they deepen their understanding during their learning journey from



Reception to Year 6.

## **THE NATIONAL CURRICULUM 2014**

The National Curriculum for mathematics explains what must be taught in each year group and includes age-related expectations. These form the basis of teacher planning in conjunction with the school progress and attainment tracking system and may also be supplemented by other schemes of work.

At Chad Vale we endeavour to guide our pupils in becoming competent and confident mathematicians. When children have achieved an objective, teachers plan for opportunities where pupils can deepen their understanding through application and problem-solving activities so that they can become 'masters' in their own right.

In Reception, the curriculum is guided by the Early Years Outcomes which identifies the Early Learning Goals in 'Number' and 'Shape, Space and Measure.'

## **PLANNING**

Medium Term planning for each class can be found on the individual class pages of the Chad Vale Primary School website. It identifies the area of learning being taught each week including the relevant objectives taken from the National Curriculum.

Short term planning is carried out weekly/fortnightly. It includes the learning objectives and the main activity, differentiation, focus for the plenary, key questions, vocabulary and any resources that might be required for each lesson. Classroom support in the form of teaching assistants and voluntary helpers are identified on the short term planning grid with details of the group/child they are working with.

Teachers are encouraged to use interactive teaching programs to supplement their lessons and support the teaching and learning of mathematics. These show the structure of a lesson and identify key questions. Chad Vale Primary School recognises that planning is personal to teachers and so detailed interactive whiteboard resources may serve the purpose of planning themselves.

At Chad Vale Primary School teachers are encouraged to share resources and so all planning is saved on the school server making it accessible for all. A variety of published materials are used to facilitate the teaching of mathematics but we recognise the need for the teaching of maths to be 'scheme assisted not scheme driven'. Published schemes are used to support the teaching of mathematics including a variety of teacher books.

At Chad Vale Primary School we recognise the need to revisit topics regularly to revise and consolidate skills and then extend them. Every objective in the yearly teaching programme is covered at least once by the end of the year.



## **CROSS-CURRICULAR LINKS**

Mathematics is taught mainly as a separate subject but every effort is made to link maths with other areas of the curriculum. We try and identify the mathematical possibilities across the curriculum at the planning stage. We also draw children's attention to the links between maths and other curricular work so children see that maths is not an isolated subject. In the Early Years, these links are more evident because of the less formal timetable.

## **TEACHING METHODS AND APPROACHES**

We plan and teach using a visual mathematical approach at Chad Vale. Our calculations policy clearly outlines the stages and strategies we use. Lessons consist of a main activity and a plenary session. Occasionally a mental starter might precede it, although this is not compulsory.

The teaching of maths at Chad Vale Primary provides opportunities for:

- Group work
- Paired work
- Whole class teaching
- Individual work

Pupils engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem- solving
- Mathematical discussion
- Consolidation of basic skills and routines

At Chad Vale Primary School we recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced. Copies of our calculation policies are available to parents at the first Parents' Evening of the year and they are available on the school website on each class page.

We endeavour to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

We also recognise the important role that display has in the teaching and learning of mathematics by having maths work displayed in the school. Every classroom has a 'Maths Working Wall' which is a visual aid to support children with their work.

## **ORGANISATION**

Although mathematics is taught twice a week in Reception, teachers look for any



opportunity to gather evidence and assess children's knowledge when an opportunity presents itself. Objective led planning is used primarily in the Foundation Stage in which children are encouraged to learn through play and exploration. Teachers go into a child's play and it is here that they assess their knowledge, ask probing questions and develop their understanding.

In K.S.1 and K.S.2, children are taught mathematics through whole class teaching and independent activities. After a short activity on the carpet, children move to tables where they continue their learning in groups or independently. The teacher and teaching assistant then sit with a child / group of children in order to support or develop their learning further. At Chad Vale, teachers plan and direct support where necessary prior to the lesson but use their judgement to re-direct that support during sessions if necessary.

### **ASSESSMENT AND RECORD – KEEPING**

At Chad Vale Primary we continually assess our pupils and record their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Reception use Early Excellence Tracker to record evidence. Each child has an electronic Learning Journal where evidence is collected in the form of comments, reports or photographs. This is shared with parents who can comment on their child's learning or upload evidence themselves. This is then used highlight the Early Learning Goals on SPTO which are age-specific.

An electronic school progress and attainment tracking system is used in K.S.1 and K.S.2 to record children's progress against the age-related expectations specified in the National Curriculum. This allows teachers to track their pupils' strengths, areas for development and inform future planning. The tracker is regularly updated and supported by the evidence obtained from books and practical activities whilst also taking into account short-term assessments. These are an informal part of every lesson and are closely matched to the teaching objectives. Where any future action is required, pertinent comments maybe recorded on the electronic tracking system. Long-term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets.

### **REPORTING**

All parents receive an annual written report on which there is a summary of their child's effort and progress in mathematics over the year. Parents also have opportunities to discuss progress at two Parents' Evenings and an open day. Within curriculum newsletters parents receive information on areas of development in mathematics for their child.



## **MONITORING/ EVALUATION**

The leader will monitor the policy, planning and teaching and provide support where necessary. Changes to the scheme of work, training resources and assessment will be made after discussion with staff and the S.L.T. Continuous monitoring of provision takes place throughout the year.

Lesson observations, learning scrutinies, team teaching and data analysis are all ways in which the leader monitors and evaluates provision in their curriculum area. A report on standards and progress against areas of development is written for Governors annually and data analysis completed termly.

## **INCLUSION AND EQUAL OPPORTUNITIES**

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils.

Wherever possible we aim to fully include SEN pupils in the daily mathematics lesson so that they benefit from the emphasis on oral and mental work and by listening and participating with other children in demonstrating and explaining their methods.

Where necessary, teachers draw up targets in relation to a child's needs. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate staff. When planning teachers will try to address the child's needs through simplified or modified tasks or the use of support staff.

Policy agreed on: .....

Chair of Governors: .....