

Shelton Infant School

Policy for Mathematics

Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at Shelton Infant School.

Intent

At Shelton Infant School our intent when teaching mathematics is to:

- give children a positive attitude towards mathematics
- provide children with a range of hands on concrete resources and experiences in order for them to visualise, reason and solve problems
- enable children to develop competence and confidence in different mathematical concepts and skills
- develop children's fluency in the fundamentals of mathematics in order to recall their knowledge rapidly and apply their knowledge in a range of situations
- support children in becoming confident problem solvers who are able to reason, work systematically and think logically
- provide children with opportunities to apply their mathematic skills in other areas of the curriculum and in real life situations
- support children in working independently and working co-operatively in group situations

Implementation

The school follows the statutory objectives and non-statutory guidelines outlined in the National Curriculum 2014 and the statutory framework for the Early Years Foundation Stage Profile. From this, we have created our Progression of Mathematics document. This ensures learning is broken down into small steps and shows clear progression throughout the year groups. Our long-term plan is an overview of mathematics taught across the year in all year groups. It is informed by the White Rose Maths Scheme, which is also used alongside the NCTEM mastery materials as planning and resource aids. Maths medium term planning is based on the National Curriculum, EYFS Curriculum and White Rose Maths schemes of learning for each unit. Weekly plans are informed by the White Rose Maths scheme of learning document which is used alongside the NCTEM mastery materials. This year we will be working with the Maths Hub to implement Mastering Number in Reception to Year 2 and Mastery Readiness in Key Stage One.

- A high priority will be given to develop children's fluency in number and the teaching and consolidation of mental strategies and rapid recall. This will be covered during maths lesson and Mastering Number sessions.
- Teachers will take every opportunity to ask open questions and encourage children to reason and explain their strategies. A focus is given on ensuring the children have the correct mathematical vocabulary in order to do this.
- Teachers will ensure that all children are given challenges that encourage them to reason and problem solve.
- They will strive to ensure that every child has the opportunity to use and apply their mathematical knowledge and skills across the curriculum.
- Practical and written methods will be taught in line with Shelton Infant Schools calculation policy and all abilities of pupils will be given opportunities to use a wide variety of concrete resources and representations.
- Teachers will use a range of ICT resources and software to enhance their maths teaching and to consolidate the children's learning.

Assessment

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning in the form of annotations on weekly maths planning, by the class teacher or teaching assistants. All children's work will be marked in line with the schools marking and feedback policy and

children must address any fix it as soon as possible to ensure misconceptions are addressed.

Reception and nursery staff update their assessments termly on O Track, which is discussed at termly tracking meetings. Throughout Key Stage One, children complete an end of unit assessment once a unit of learning has been completed. Staff have worked together as a Key Stage to set the thresholds to decide if pupils are (WTS) Working Towards the Expected Standard, (EXS) have achieved the expected standard or are (GDS) Working at Greater Depth within the Expected Standard. The results of these end of unit assessments are uploaded onto a tracker. This is then used to inform assessment judgements at the end of each term, tracked and discussed during pupil progress meetings. In the Summer term, Year 2 pupils will complete any Statutory Assessment Tests which may be used to inform teachers final assessment judgement.

Impact

The maths subject leader monitors weekly and medium term planning regularly through Share Point. Teaching is monitored through lesson observations and learning walks by both the maths subject leader and the Headteacher. Work scrutinies and pupils discussions are also carried out termly. Staff are included in the development and evaluation of planning, teaching, learning and assessment of mathematics during staff meetings and INSET days. Staff attend regular CPD provided through the Maths Hub. Moderation happens in year groups, key stage and whole school meetings and alongside other primary schools.

The Headteacher holds termly pupil progress meetings with class teachers and teaching assistants where children's progress in all areas of maths is evaluated and targets are agreed.

Equal Opportunities

All children will be given equal access to our maths curriculum, irrespective of race, gender, religion, beliefs, level of ability or nationality.

Parental Involvement

Parents are kept informed about their child's learning in maths throughout their time at Shelton Infant School. This is done in a number of ways.

- Half termly newsletters inform parents of the areas of focus in mathematics
- In the spring term parents have the opportunity to observe and work alongside their child, during a maths lesson
- An overview of our maths curriculum is available on the school website
- The calculation policy is available on the school website and calculation workshops are held for parents during and after the school day.
- Parents evenings, gallery days and workshops throughout the year
- 'Snack and Solve' sessions are held in the hall for each year group. The parents are invited to come along and solve a range of maths problems with their child.