



CLARE COMMUNITY
— PRIMARY SCHOOL —

Maths Policy

January 2019

Core Learning Team
R.Davies

School Aims

Central to our vision is the belief in the uniqueness of every child, and that everyone has gifts to discover and share with others. We are committed to building brighter futures for our pupils, our local community and the wider world.

We aim to open children's minds to their full potential by building a firm foundation in the basic skills of reading and number as well as giving them opportunities to develop creatively. We want our pupils to be happy and confident, but also caring and tolerant. Above all, we want them to have a thirst for knowledge and a real enthusiasm for life...

Rationale

At Clare Community Primary School, children are encouraged to enjoy Mathematics and become enthusiastic mathematicians by developing their skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations.

It is essential that children develop their numeracy skills in order to become lifelong learners; they should be able to apply their fluency, problem-solving and reasoning skills in different situations across the curriculum and in daily life outside school.

Aims and Objectives

- To become fluent in the fundamentals of Mathematics through varied and frequent practice of increasingly complex problems over time.
- To develop the ability to recall and apply known facts rapidly and accurately.
- To develop the ability to solve problems through decision making and reasoning in a range of contexts.
- To develop mathematical language through speaking and listening, practical activities and by recording work.

Teaching and Learning

See '[Maths Non-Negotiables Jan 2019](#)' for expectations of the following criteria:

- Mental Maths
- Times Tables Practice / Tests
- RM Easimaths / Times Tables Rock Stars
- Lesson Plans (Long, Medium Term & Daily)
- Lesson content and delivery
- Marking and Feedback
- Targeted Children
- Classroom Displays and Resources
- Investigations
- Home Learning

Teachers at Clare Community Primary School use a variety of learning and teaching styles in Mathematics, along with a range of strategies that cater for different types of learners, and learners of different abilities: differentiated group work, independent work, working in pairs, and as a whole class.

The use of open-ended investigations provides excellent opportunities for children to access low-threshold, high-ceiling tasks which allow for differentiated outcomes.

Teaching assistants are deployed effectively to support and extend children's learning as appropriate. This may involve supporting children in small group work, 1-to-1 support in class, pre or post teaching for Less Able or SEN children, targeted programmes of intervention, etc.

Planning and Assessment

For expectations of Long & Medium Term and Daily planning, see 'Maths Non-Negotiables Jan 2019'

Tracking Pupil Progress – see 'Assessment Overview' for current academic year:

- Teachers will be asked to make a judgement in October, February and June as to whether a child is **Working Towards (WT)**, at the **Expected Standard (EXS)** or **Working at Greater Depth (GD)** in their age-related expectations in Maths, Reading, and Writing; (See separate guidance for SEND pupils)
- This data will be collected in by the Leadership team and subject leaders and analysed by them;
- It will form the basis of discussions at Pupil Progress meetings, where test scores, standardisation and work scrutinies will then provide more detail as to whether children are maintaining progress or falling behind.

Calculation Methods

At Clare Community Primary School, we are committed to ensuring pupils have a consistent and smooth progression of learning in calculations across the school, using the concrete -> pictorial -> abstract steps of the 'mastery' approach to mathematics.

For details, see 'CCPS Calculation Policy 2019'

Maths and Other Areas of the Curriculum

Our expectations are that the explicit learning in Maths lessons will feed directly into learning in certain other areas of the wider curriculum. We endeavour to make links to taught mathematical concepts wherever possible throughout the school day, and opportunities to revisit Maths learning in other subject areas are created, wherever appropriate and meaningful.

This might involve, for example, counting on a Timeline in Year 1 as part of their Fire of London topic; creating bar charts to measure rainfall in India during Year 4; understanding percentages in Year 6 when learning about populations affected by WWII.

Maths Home Learning

For expectations of Maths work to be sent home, see '[Maths Non-Negotiables Jan 2019](#)' and '[2017 CCPS - Home Learning](#)' policy

Monitoring

The teaching of Mathematics is monitored through:

- Learning Walks and Lesson observations
- Scrutiny of work and conversations with children
- Scrutiny of planning
- In-school and Locality moderation
- Tracking children's progress through Pupil Progress Meetings

Inclusion

All children have an equal right to access to the Mathematics curriculum. Our school strives to meet the needs of pupils with special educational needs, with disabilities, those who are very able, and those learning English as an additional language.

Further guidance can be found in the school's '[Clare SEND Policy 2018](#)' and '[2018 CCPS - Behaviour for Learning](#)'

Home/School Communication

Copies of the Calculation Policy are available on our school website, to support parents and carers with the learning of Mathematics at home.