



## Mathematics Policy

*'Serve one another in love'*  
*Galatians 5v13*

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

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See also the following documents: St. Martin's Calculation Policy, St. Martin's Maths Progression, White Rose Maths Schemes of Work.

### The Importance of Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

### AIMS

1. That all children should develop as confident, independent learners with a positive attitude to Mathematics. Teachers shall facilitate this by providing an appropriate environment with suitable tasks and opportunities for learning.
2. Children should become fluent in the fundamentals of Mathematics. They should be able to solve problems and apply their knowledge with increasing accuracy and speed through a mastery approach.
3. They should be able to link their knowledge and understanding to other subjects in the curriculum.
4. To fulfil and enrich the requirements of the National Curriculum (2014)/EYFS Framework, ensuring progression and continuity.
5. At St Martin's School, we are committed to inclusion. In this policy whenever 'children' are mentioned it includes **all** children irrespective of race, ethnic origin, gender, religion, those more able, children with disability or

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disadvantage and children from all social and cultural backgrounds. Inclusion is fundamental to the ethos of our School.

6. To promote CPD for teaching staff with a positive approach to developing teaching based on collaborative reflection.

### PLANNING

- The National Curriculum sets out the essential learning and coverage expected across the school. These essentials may be supplemented with additional areas of learning that make up the School Curriculum.
- The long term plan is set out for Key Stage 1 and 2. Each year group follows the White Rose planning blocks. This plan helps to ensure that enough time is given to cover topics in depth whilst also revisiting some topics during the year.
- Fluency, problem solving and reasoning are essential and of equal importance in our curriculum with opportunities within each lesson for children to practise these skills.
- Calculations are carried out across the school according to the School Calculation Policy. All staff (including TAs) have received training in this policy.
- All children should use and have access to practical equipment to develop understanding of key concepts before moving towards pictorial and symbolic representations.
- All children in the school have access to TTRockstars and RM easimaths which provides further opportunities to practise mathematical skills at an individual level. These are accessed both at school and at home.

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## ASSESSMENT AND RECORDING

- National tests are administered at the end of each key stage (Year 2 and Year 6).
- Formative assessment is carried out in lessons. This includes regular live marking, feedback and assessment of verbal responses from the children.
- 2simple is used to record non-written evidence through observations and verbal responses in KS1 and for some SEND pupils.
- PUMA tests are used at the end of each term for summative assessment.

## TRAINING

To keep up with new ideas and practice:

- Teachers will be encouraged to attend courses whenever appropriate.
- School-based in-service training will be carried out to refresh staff in current school policies regularly.
- Online CPD opportunities for each block on White Rose Maths.

## EXPECTATIONS

### **The Headteacher/SLT will:**

- set high expectations and monitor teaching and progress through observations, book scrutinies and learning walks.
- encourage a whole school approach, keeping Parents, Governors and all Support Staff well informed.
- support the Subject Leader and individual Teachers.
- regularly review the Mathematics action plan.

### **Governors will:**

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- be well informed through the leadership of the Headteacher, Subject Leader and Link Governor.
- support the Staff in implementing the School's policy for Mathematics.
- monitor and review progress on the Mathematics Action Plan.

### **The Subject Leader will:**

- lead by example showing a thorough understanding of the subject and keep up to date with current practises through training and collaboration with other schools.
- offer support to Teachers in planning, teaching and assessment.
- work alongside the Headteacher/SLT to monitor and evaluate achievement, progress, coverage and accuracy of assessment.
- use the budget provided to offer sufficient resources for the successful implementation of the curriculum and this policy throughout the School.

### **Teachers will:**

- implement regular Mathematics teaching with clear objectives
- provide high quality displays within the classroom environment that support Mathematics
- use a range of teaching styles to incorporate
  - direct teaching
  - whole class oral/mental sessions
  - group/paired work
  - individual work
  - plan from White Rose Maths
- give homework activities in line with the School policy e.g. learning tables, weekly challenges, homework books etc.

### **In the daily Mathematics lesson Teachers will:**

- share clear learning objectives with the Children.

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- provide daily practice of mental skills including counting, rapid recall, newly learned facts and calculation strategies using resources from Fluency Bee, Mini Maths and Whiterose flashbacks.
- maintain good pace and use effective questioning.
- use accurate mathematical vocabulary.
- engage pupils in challenging differentiated activities using a range of resources, including Computing.
- use a variety of published materials and resources to support their teaching.

### **The SEND Co-ordinator will:**

- support the Mathematics Subject Leader and Teachers in dealing with children with special needs and encourage whole class inclusion where possible.
- use the detailed objectives from the curriculum when preparing individual provision maps.
- help provide teachers with appropriate intervention support materials which help support children and close any gaps that may occur in knowledge and understanding of the subject.

### **Children will be encouraged to:**

- enjoy Mathematics and see its relevance in real life.
- understand exactly what is expected of them on a day-to-day basis.
- develop mental calculation strategies so that their first reaction to a question is 'Can I do that in my head?'
- use mathematical vocabulary with confidence.
- use their knowledge to solve problems, see patterns, make predictions, present information clearly, interpret data.
- give oral explanations of their methods.

### **Support Staff will:**

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- be included in staff training for Mathematics where appropriate.
- have a clear understanding of their role in each part of a lesson.
- share the learning objectives for each lesson and know the key vocabulary to be developed.
- use the objectives to aid assessment within the classroom.
- help teachers to deliver additional help and interventions when appropriate.

### **Parents will:**

- be encouraged to develop positive attitudes to Mathematics.
- actively support their children when homework is given and encourage the regular use of TTRockstars and RM Easimaths.
- be well informed of their children's progress through annual reports, and parents' evenings.

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A. Logue

Subject Leader