



# **Mathematics Policy Wath Victoria**

**Reviewed September 2021**

## Intent

We believe mathematics is an essential life skill. We seek to develop confident and competent children with an enthusiasm for mathematics, who can apply their knowledge and skills across the curriculum and in the outside world.

As part of this we aim to:

- ❑ to raise standards in mathematics using the teaching for mastery approach.
- ❑ to ensure that children have a range of calculation strategies and have independence in choosing the most efficient one when faced with a calculation.
- ❑ to give children competence and confidence with numbers and measures
- ❑ to develop children's understanding of the number system and its application to real life problems and cross curricular theme links.
- ❑ to acquire computational skills in order to solve number problems in a variety of contexts using different strategies and building on known facts
- ❑ to develop confidence in mathematics shown by an ability to express their ideas fluently using correct mathematical vocabulary

## Implementation

### **RESPONSIBILITIES:**

#### **Headteacher:**

- ❑ set high expectations and monitor teaching and progress
- ❑ encourage a whole school approach, keeping parents, governors and all support staff well informed
- ❑ support and liaise with the coordinator and individual teachers when necessary
- ❑ review and monitor the mathematics action plan.
- ❑ include support staff in training where appropriate
- ❑ collect, collate and share all data with staff

#### **Coordinators: Sciences Team**

- ❑ lead by example showing a good understanding of the subject
- ❑ offer support to colleagues in planning, teaching and assessment
- ❑ work alongside the headteacher, monitoring and evaluating teaching and progress
- ❑ collect, collate and share all data with headteacher and staff.
- ❑ update audit and compile yearly action plan
- ❑ identify inset needs and coordinate the planning and delivery of inset
- ❑ keep up to date with current issues and initiatives and share with staff as necessary
- ❑ enrol staff in suitable CPD.

#### **Teacher:**

- ❑ have high expectations of learning, attainment and behaviour.
- ❑ Encourage and promote an enthusiasm and enjoyment for mathematics

- ❑ deliver the daily mathematics lesson sharing clear objectives with the children and support staff
- ❑ provide an appropriate level of challenge for all pupils in the lesson.
- ❑ use a range of teaching styles and strategies ensuring good pace and effective questioning
- ❑ provide opportunities for children to work as a whole class, in groups, in pairs and as individuals
- ❑ engage pupils in appropriate challenging, differentiated activities
- ❑ use the full range of resources available, including I.C.T.
- ❑ use the objectives and examples in new Framework to aid planning
- ❑ set homework in line with school policy
- ❑ encourage parents to develop and promote a positive attitude towards mathematics
- ❑ encourage parents to actively support their children's learning
- ❑ inform parents of their children's progress
- ❑ share ideas and concerns with colleagues
- ❑ lessons are taught around teaching concepts using the Teach, Practise, Apply, Evaluate model.
- ❑ use AFL during and after lessons to inform next steps.
- ❑ use of working wall whiteboards to support learning.
- ❑ provide discrete calculation practice to revisit concepts using the arithmetic scheme as a basis.
- ❑ ensure that children leave each year group fluent in the appropriate times tables for their age.
- ❑ Where appropriate, key stages may choose to group children across classes. The linked document underpins the thought processes that are undertaken with groupings.  
([https://www.ucl.ac.uk/ioe/sites/ioe/files/dos\\_and\\_donts\\_of\\_attainment\\_grouping\\_-\\_ucl\\_institute\\_of\\_education.pdf](https://www.ucl.ac.uk/ioe/sites/ioe/files/dos_and_donts_of_attainment_grouping_-_ucl_institute_of_education.pdf))

### **Senco:**

- ❑ support the mathematics coordinator, teachers and support staff in providing for children with special educational needs
- ❑ encourage whole class inclusion
- ❑ ensure that children are challenged to an appropriate level.

### **Support Staff:**

- ❑ attend staff training where possible
- ❑ support identified children towards becoming independent in learning.
- ❑ liaise with teacher to establish their role within each lesson
- ❑ discuss next steps with teachers and perform SDI with children if needed.
- ❑ Pre-teach children who may find concepts difficult.

### **Governors:**

- ❑ to be well informed through the leadership of the headteacher, mathematics coordinator and Numeracy Governor
- ❑ to support staff in implementing the school's mathematics policy
- ❑ to review progress on the mathematics action plan

## Impact

Children in the school will have a love of maths and will be able to calculate with efficiency at a stage that is appropriate for each child (see arithmetic policy). A high proportion of children will leave each year group at or above the year group expectation and those below will make progress appropriate to their level. Staff will produce exciting lessons using agreed strategies that use a depth of subject knowledge.