

St George's C. E. Primary School



Mathematics Policy

Date Approved: September 2020

Approved by: Governors

Review Date: January 2024



Vision Statement:

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of all children and we work hard to support them to become the best that they can be. For our children to flourish socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy, lifelong memories from their time with us.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of: kindness, respect, friendship, honesty, happiness, responsibility, perseverance and forgiveness; we embed these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; a place where ALL children enjoy learning and achieve their full potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

Mathematics at St. George's

"From starting points which are below average, pupils make outstanding progress and reach high standards." Ofsted March 2014.

Here at St George's, we understand that Mathematics is a creative and highly inter-connected area of the curriculum, which is essential for everyday life. We believe a high quality, contextualised mathematics education provides children with a foundation for understanding and accessing the world and strengthens their ability to reason mathematically. Above all, we want our children to foster a love of mathematics, to show resilience and the ability to apply the skills learnt in the real world.

As a school, we have a refined calculation policy so that the children are taught precise written and mental methods for each of the four number operations, number bonds and fractions.

In the Foundation Stage, the focus is the recognition, formation and in-depth knowledge and understanding of numbers from 0-20. The children work with resources including tens frames and Numicon daily to ensure that their number fluency is to a high standard. Additionally, the children are taught real-life contextualised mathematics such as simple problem solving, days of the week, months of the year and shape recognition.

In Key Stage One, our aim is to focus extensively on number and the ability to apply that knowledge to a wide range of contexts. When teaching, we use a three-step approach that is kinaesthetic (practical), visual and abstract. Lessons are delivered to mixed-ability classes where the expectation is that the majority of children will progress through the curriculum at the same pace, however children who grasp concepts rapidly are challenged through rich and sophisticated problem solving and reasoning activities. Children who may struggle with their learning will be supported through carefully differentiated tasks and additional adult support. In Key Stage One, there is a heavy emphasis on number fluency and arithmetic. We believe that children must have a secure understanding of number to be able to thrive when solving more sophisticated problems in a range of contexts within the Key Stage Two curriculum.

In Key Stage Two, each year group is split into three sets based on a range of factors including confidence and attainment in their knowledge and understanding of the curriculum. This ensures that each child is taught at a suitable pace and level of challenge. Using the secure number fluency achieved in Key Stage One, children will then apply this knowledge and understanding to the more complex and challenging FDP (fractions, decimals and percentages), shape, measures and statistics questions. There is a greater focus on problem solving in Key Stage Two as children progress through their yearly curriculum objectives.

By the end of Year Four, children are expected to know their multiplication tables from 1x1 to 12x12. Alongside the knowledge of rules and related facts; songs, traditional chanting and online games, our children love testing their multiplication

skills on the Times Tables Rockstars website. We have purchased a whole-school subscription to the website to ensure that every child has their own log-in to access and compete against their peers and teachers, to answer the questions presented to them as quickly and as accurately as possible.

In addition to daily numeracy lessons, there are numerous interventions put into place such as: Morning Maths, 'Know More, Remember More', pre-tutoring, close the gap marking and catch-up groups to ensure that every child is supported appropriately.

Planning

As a three form entry school, teachers within year groups are released simultaneously to complete planning and preparation as a team; ensuring all children receive work which meets the expectations of the national curriculum but are challenged appropriately. Planning in Foundation follows the guidance from the Early Years foundation framework.

Children are provided with regular homework which is linked to the week's learning and objectives. Also provided is a Times Table Rockstar account that they can access from home to practise their times table recall. In foundation and KS1 homework is non-compulsory, however in KS2 it is a compulsory requirement.

Assessment

Statutory assessment takes place in year 2 and year 6 and the results of these are reported to parents, governors and the LEA. Optional tests are used in years 1, 2, 3, 4 and 5. Foundation stage assessment is an ongoing process throughout the year, which then informs pupil profiles. At the end year 4, children also participate in the national statutory times table screening to assess multiplication recall skills. Years 1 to 6 undertake termly number bond and times table screenings to track their progress in these skills.

All year groups assess work continuously to inform planning. All children self-assess their learning by referring to the WALT and WILF. Work completed in books is marked according to the school's marking policy and allows for misconceptions to be addressed via 'close the gap' marking and challenges.

Emotional Health and Wellbeing

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We

constantly aim to promote a positive approach to learning in Maths and support the children who may find aspects of this subject challenging.

Special Educational Needs

Situations may arise in which individuals need to work at a greater depth; or below that of the rest of their peer group; or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of formative and summative assessment or assessment prior to a child coming to our school. As a result of this, in Key Stage 2 children are taught in 3 sets according to their confidence and ability; this ensures children's needs are met and they are challenged appropriately. In set 3, class sizes are smaller in comparison and additional adult support is provided.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with statements and provision maps for learning are supported as instructed by their individual statements and needs. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding Mathematics curriculum and that they experience this curriculum in ways that are appropriate for their needs regardless of ethnicity, gender and any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Resources will actively promote an awareness of the diverse nature of the world around us.