

Tranmere Park Primary Mathematical Policy 2018

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Date written: November 2018

Ethos

At Tranmere Park Primary we believe that we provide the foundation for the development of the mathematical skills needed in later life by promoting initiative, imagination and logical thinking. To ensure all children reach their full potential in mathematics, their individual needs and abilities are recognised and developed in a caring and supportive environment, in partnership with parents.

'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.'
(The National Curriculum in England, Key Stage 1 and 2 Framework Document, 2013, DFE)

The intention of this process is to provide all the children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – rather than failing to develop the skills they need for the future.

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Aims

In teaching mathematics we aim:-

To allow children to develop a confident, positive attitude towards mathematics as an enjoyable subject in which they can gain success and pleasure.

To develop fluency in and understanding in place value.

To develop logical thinking and the ability to problem solve.

To foster an understanding of all aspects of mathematics through enquiry and experience.

To develop mathematics skills and knowledge including quick recall of basic facts.

To enable children to independently structure their work in a systematic way and pursue a systematic line of enquiry.

To allow children to work collaboratively within a group, sharing ideas, asking questions and following alternative methods to solve problems.

To develop an awareness of and enthusiasm for mathematics beyond the classroom.

How do we assess Mathematics

Short Term Assessments

These form an informal part of every lesson. Their purpose is to ensure that children have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right and if the children are ready to move onto the next teaching point. Short term assessments also give you information, which will help you adjust day-to-day lesson plans and focus your teaching appropriately.

Short term assessments aim to assess children's learning informally on a lesson basis, and may involve monitoring individual children's performances as they respond as you are working with the whole class, observing groups or individuals as they work on an activity or task, marking work, or providing an occasional short test, either in written or oral form.

Short term assessments are recorded by annotating plans, recording OWs and WOWs and amending plans as necessary to ensure all children's needs are being catered for.

Medium Term Assessments

The assessment of Mathematics occurs throughout a half term and is now recorded at the end of each half term with individual pupil results placed on O-Track (a data management system) for both strands of Numbers and Shape, space and measure. The class teacher also keeps a highlighted grid, to show progress within the age bands outlined in 'Development Matters'. These highlighted grids are kept in the assessment folders within classrooms.

Long Term Assessments

The purpose of long term assessments is to assess children's work against the national expectations. They are also used to give extra information about individual children's attainment and progress so that the teacher is able to report to the next teacher and to the child's parent, and to allow the Head teacher and Senior Leadership Team to brief the governing body, the staff and the LEA on overall progress towards the school's targets for mathematics. The results of these assessments will be collated by the Early Years Leader and will be discussed with the Assessment Co-ordinator and Maths Lead Teacher.

To carry out long term assessments, each teacher will sum up a judgement of each individual child's attainment, drawing upon your class records, short and medium term assessments, informal notes and the cumulative picture you have built up over the year.

How we monitor Mathematics

The mathematics subject leader uses their expertise to support other teachers. They also monitor the teaching of maths throughout the school and review pupil performance against national expectations. A timetable of on-going monitoring will evaluate current practice and will identify strengths and areas of development. These 'areas of development' will then be actioned in order to improve current practice.

Resources

Many maths resources for both teachers and pupils at Tranmere Park Primary School are stored in each classroom, with extra resources stored in the two key stage shared areas. Where classes are equipped with interactive whiteboards, a variety of interactive software will be used to support the programme of study for Mathematics in the National Curriculum.

Health & Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to mathematics teaching. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy.

Inclusion

The teaching of mathematics at Tranmere Park Primary is free from bias or generalisation in respect of gender, class, race or disability. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.

Safeguarding

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects

all staff and volunteers to share this commitment.

This policy should be read in conjunction with the Tranmere Park Primary School mathematics handbook. Reviewed November 2021