

**Policy/Procedure/Guideline**

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| **Policy/Procedure/Guideline:** | Mathematics |
| **Date of adoption / Local Governing Committee approval:** | February 2024 |
| **Lead staff member:** | Miss S Travis |
| **Review date:** | February 2026 |

**Summary of values**

*Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners’ needs*

# Rationale

At Casterton Primary Academy, our Mathematics policy reflects our commitment to the teaching, organisation and management of the mathematics taught and learnt. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.

**Objectives**

To allow children to make sense of the world around us by developing their ability to calculate, to reason and to solve problems therefore enabling children to understand and appreciate relationships and pattern in both number and space and in their everyday lives.

# Aims

* To promote positive attitudes and enthusiasm for Mathematics.
* To create an awareness of the relevance of Mathematics to real life.
* To enable pupils to use and apply their skills with confidence.
* To develop mathematical understanding through practical tasks, ICT, enquiry and experiment across the curriculum.
* To explore features of shape and space, and develop measuring skills in a range of contexts.
* To use Mathematics to analyse and communicate information.
* To provide a breadth and balance of mathematical activities for all children through the Renewed Maths curriculum.
* To provide a differentiated Mathematics curriculum to meet the needs of all children.
* To ensure a progressive development of mathematical concepts, knowledge, skills and attitudes.
* To use a ICT to enhance the learning of Maths
* To fulfil the requirements of the National Curriculum programmes of study and Attainment targets for mathematics.
* To promote confidence and competence so that children are ‘proud to shine’ about their achievements.

# Responsibilities

At Casterton Primary Academy, class teachers and teaching assistants are responsible for overseeing the teaching, learning, assessment, target setting, monitoring and day to day support / liaison for pupils in Mathematics.

It is expected that Mathematics is taught across 5 sessions per week for 45 minutes to 1 hour. Cross curricular opportunities to reinforce mathematical skills outside the mathematics lesson should be taken wherever possible. The Mathematics curriculum provides the basis of all long, medium and short term planning. It ensures continuity and progression throughout the school.

The predominant role of the Mathematics subject leader is to monitor the standards of children’s work and the quality of teaching in mathematics. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Principal allocates regular management time to the mathematics subject leader so that they can review samples of children’s work and undertake lesson observations of mathematics teaching across the school.

The Governing Body has identified a governor to have oversight of mathematics provision in the academy and to ensure that the full governing body is kept informed of how the academy is meeting the statutory requirements.

# Intervention, including children with SEND and those who are AG&T

At Casterton Primary Academy, we strive to meet the needs of all children, ensure that they meet their full potential and remain challenged academically. The provision for children with Special Educational Needs and Disability and those who have been identified as Able, Gifted & Talented is set out in the relevant policies.

In Mathematics we offer the following intervention provision.

* Intervention groups outside of the daily Mathematics lesson tailored to the needs of the children in all year groups. This includes provision for SEN and AG&T.

# Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have wide range of appropriate small apparatus including calculators. The library contains a range of books to support children’s individual research. A range of software is available to support work with the computers as well as RM Easy maths and Numeracy workout. All year groups adapt the Lancashire Unit plans and resources for use in their lessons.

# Calculations

As a school, we have agreed which strategies and vocabulary we will develop for each of the four operations from Reception to Year 6 in the school’s calculation policy. This ensures continuity and progression.

See calculations policy.

# Training

The training needs of the staff are reviewed regularly and appropriate training is planned in line with school improvement initiatives. Whole staff training is planned and delivered through staff meetings as required. Teachers are observed regularly in order to promote good practice across year groups and to identify areas that require improvement. Lancashire mathematics team provide support and regular updates on developments within the teaching of mathematics. Opportunities given to attend external courses for professional development.

# Wider Partnership and links

We pride ourselves on the wider links we have with other services within our community. We recognise that these are established and maintained through effective, trusting and open relationships that are bound by confidentiality.

# Equal Opportunities

All policies at Casterton Primary Academy aim to have due regard to the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic and those who do not.
* Foster good relations between people who share a protected characteristic and those who do not.

# Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child’s education.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if and when appropriate.

At times, it may be deemed necessary or more appropriate for home visits to be made and this is done so in accordance with other school policies. This is seen as a successful way of engaging and liaising with parents.

# Pupil Participation

Pupils will be encouraged to participate in the decision- making processes including:-

* setting learning targets
* contributing to curriculum innovation and design
* contributing to the assessment of their needs
* All pupils need to be part of these processes, to know they are listened to and that their views are valued.

# Sustainability

Sustainability can be defined as, "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Bruntland Report for the World Commission on Environment and Development (1992).

As members of the global community, the school community seeks to limit the impact that our activities have on the environment.

# Health and Safety

All people have a right to work and learn in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or ill through work. Your employer is responsible for health and safety, but you must help. Teachers and staff delivering the curriculum must:

* Follow the training you have received when using any work items your employer has given you.
* Take reasonable care of your own and other people’s health and safety.  Co-operate with your employer on health and safety.
* Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone’s health and safety at serious risk.

In relation to special educational needs, there are some occasions when additional training is required to support staff to carry out their duties safely. Arrangements will be made by the SENCo if this is the case.

# Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. For specific details of policies and procedures, please refer to the school’s policy.

 **Assessment**

* Teachers and children monitor progress when completing and reflecting on their targets. These are reviewed continually.

* Teacher assessment is an ongoing process which informs the teaching and learning in each class.

* APP assessment has been introduced (Autumn 2013) and used to record when targets are achieved and to inform teachers of progress made and levels achieved.

* Teacher assessment is used to level children on a termly basis and these judgements are moderated within school.

* Year 2 – 6 complete SATs papers in the summer term (Year 3 – 5 optional SATs).

* The Mathematics coordinator will carry out SATs analysis to moderate teacher assessment.

* Whole school assessment procedures are set out in the relevant policy.

# Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the School’s Leadership Team before wider appropriate consultation is undertaken as directed by the Headteacher.

The final document must be presented to the Governing Body for approval.