

Springfield Junior School

Mathematics Policy

Vision

All children of this school have access to mathematics appropriate to their age, ability and stage of development. Our policy does, in its implementation, afford all the children the best possible learning opportunities matched to their needs.

We provide a cross-curricular, broad and balanced curriculum which meets the requirements of Curriculum 2014. Children follow the Derbyshire Medium Term plans to allow for progression. Children are taught as 'Stages' and their learning is deepened through the use of reasoning and problem solving in the form of 'mastery teaching'.

Aims

In delivering the curriculum our main aims are as follows:

- To foster a positive attitude towards mathematics by presenting it as an enjoyable and interesting activity.
- To develop children's understanding and confidence in their mathematical ability.
- To develop children's mental agility to enable the quick recall of facts and to develop mental calculation strategies through the use of 'Big Maths'.
- To develop effective written calculations in line with our Calculations Policy.
- To develop the ability to use and apply mathematics in problem solving and reasoning activities.
- To develop the ability to communicate mathematically both orally and in writing
- To foster the children's ability to work independently or as part of a team
- To develop an inclusive Maths curriculum by setting suitable learning challenges, responding to pupil's diverse needs and by overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- To allow each child to do his/her best and achieve a level of performance which is a true reflection of his/her ability.
- To develop cross curricular maths by applying the skills gained during other curriculum lessons.

Planning

Planning is carried out in 2 stages:

Long term

Through the use of Curriculum 2014 teachers are able to see the objectives needed to be taught throughout the year.

Short Term

Each teacher completes a weekly Mathematics planning sheet. The same proforma is used across the school. This planning includes objectives from 'Rising Stars' to show what skills will be covered each day. The work is clearly differentiated on the plans to allow all individuals to progress.

Each class has a Teaching Assistant whose responsibility during the lessons is outlined on the planning sheet. All Teaching Assistants are given a copy of the planning by their class teacher.

Very little whole class teaching takes place as a majority is done in small groups to allow for more independent work to be completed.

Planning for 'Big Maths' is included on the proforma and the coverage for the week can be clearly seen.

The planning is checked by the Maths Co-ordinator on a regular basis and feedback is given to class teachers.

Books are also checked on a regular basis to ensure the standard of work is the best it can be.

Teaching Organisation

The children are taught in single age classes and each class has a Teaching Assistant who moves around the groups in the class throughout the week. Whilst the children in Year 6 are not fully streamed there is a higher ability group where the top ability children are taken from each class and work together to allow them to be taught the higher level skills.

Differentiation is provided through each element of the Maths lesson, as necessary.

The school also has a Balloon Room where children with specific needs are taught in smaller groups with a higher ratio of staff to children.

Marking Guidance

Marking for Mathematics follows the school 'Marking Policy'.

Mistakes are highlighted in orange and evidence of work meeting the WALT (We Are Learning To) for the lesson is highlighted in green. At the end of a piece of work children will indicate their success by the use of a smiley face. Teachers will then make their own comments and give next steps. Children are given time at the start of each lesson to respond to the marking. Response to marking is a key part of progression for all pupils.

Marking is also done by teaching assistants and in the form of peer marking, self-marking and verbal feedback when a teacher is working with a small group.

As stated in our Learning and Teaching Policy marking is used to give accurate feedback to enable children to progress and to know what their next steps are.

Resources

Resources are kept in the Maths room but each class has a set of resources that are regularly required for a maths lesson for example calculators. Resources are regularly monitored and ordered when needed.

The learning environment also supports the teaching and learning of maths. All classrooms have a 'Maths Working Wall' which children can refer to when needed. There is also a 'Maths First Aid Station' in each classroom which has resources children can use to help with their learning thus encouraging independence.

Visual clues are prominent in all classrooms and children are encouraged to use them to aid learning.

Assessments

Assessment is ongoing and is recorded as part of lesson evaluations on the planning sheets. This is then used to inform daily/weekly planning.

Classroom Monitor is used to track the children's progress using 'Rising Stars'. This is updated by staff when a unit is completed. This allows teachers to see what has been covered and where the gaps are in the children's learning. Classroom Monitor is then used to gain the children's levels.

Assessment is ongoing throughout the year. The function of assessment is to identify, review and record the progress children are making over time in relation to the key objectives or against specific individual targets including those on s and inform medium term planning.

Long term assessment is carried out annually through KS2 SATs or Rising Stars Assessment Material. It measures the children's performance against national and school standards and targets and provides evidence for setting.

A teacher assessment is required at the end of Key Stage 2 against national levels.

At the end of units Rising Stars assessments are carried out to enable teachers to see where gaps lie.

Through AFL teachers are able to quickly move children forward or backwards during a lesson to fit the needs of what is being taught. Teachers are continuously assessing the children to ensure a fast pace of learning.

Intervention

Through assessments intervention groups are decided and put in place where needed. Interventions also place in the mornings for children who require extra input. Gifted and Talented children are catered for within the classroom setting by teachers providing suitably differentiated work. Children with very specific needs are taught mathematics in the Balloon Room.

Alongside this many children requiring support or needing to be given higher ability work are catered for in the classroom under the guidance and advice of the SENCO.

Monitoring

Teachers are regularly monitored by the Mathematics Co-ordinator in the form of Learning Walks. Monitoring also takes place in the form of book trawls, pupil interviews and moderation meetings. More formal lesson observations are undertaken by the Headteacher.

Target Setting

Individual targets are set on a termly basis. The children are then made aware of the targets which are then displayed in the classroom. Children are made aware of what their levels are and are kept informed about what they need to do to progress. Parents are informed of their child's level on a termly basis through the use of a flight path. They are also made aware of what the expected level for the age of their child is.

Use of ICT

As the use of technology moves at such a fast pace it is important that children have daily access to it in their lessons. Teachers use a Smart Board for lessons and regularly use the internet to play 'games' to help the children learn. The children also regularly use notebooks or laptops during lessons.