

# Springfield Junior School

## Mathematics Policy

All children at 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. Teachers have adopted the recommended mastery style of teaching in which children are taught as ‘Stages’ and their learning is deepened through the use of reasoning and problem solving.

### Aims

In delivering the curriculum our main aims are to:

- provide a supportive and stimulating environment where pupils are encouraged to express their ideas and feel confident that their contributions will be valued
- ensure high standards of teaching through skilled use of modelling, effective assessment for learning and focussed target setting
- provide opportunities for pupils to apply their skills in other curriculum areas
- make effective use of ICT as a teaching tool and as a learning medium
- foster a positive attitude towards mathematics by presenting it as an enjoyable and interesting activity
- develop children’s understanding and confidence in their mathematical ability
- develop children’s arithmetic and to enable the quick recall of facts
- develop effective written calculations in line with our Calculations Policy, matched to Curriculum 2014 ( please separate Calculation Policy)
- develop the ability to use and apply mathematics in problem solving and reasoning activities which can be used across the curriculum
- develop the ability to communicate mathematically both orally and in writing
- 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
- use the Singapore Bar to develop an understanding of mathematical problems

### Planning

We use the National Curriculum 2014 and White Rose Maths as the basis for implementing the statutory requirements of the programme of study for Maths. We carry out the curriculum planning in Maths in three phases: long-term, medium-term and short-term. Where at all possible, Maths opportunities are planned using cross-curricular links.

## **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.

With the national removal of levels, teachers now track children based on where they are in line with what is expected at their 'stage' of learning. Children are therefore assessed as being early, emerging, expected or exceeding their stage (or year group). For example, a children working in line with national average at Year 4 will be assessed as being Expected Year 4. These judgments are supported by the use of formal testing.

Tracking systems are in place to track children's progress using. All pupils have a grid at the front of their book and when an objective has been covered the grids are marked with 1, 2 or 3 depending on the individual pupils level of understanding. At the end of each term these are used to help form a judgment on the pupil's attainment and progress. These are then entered onto a central tracking system which is analysed by both the Math's Leader and QEGSMAT.

Assessments are used throughout each unit to allow teachers to see the rates of progression and further understand where extra support is needed. This is in line with the new approach to the teaching of Maths.

## **Monitoring and Evaluation**

The Maths Leader monitors planning and scrutinises children's work on a regular basis (see monitoring calendar) to ensure that there is consistency of whole school practices and high expectations for all groups of pupils. Work is moderated regularly internally and externally to ensure consistency in standards.

Assessment and pupil progress is reviewed regularly by the Maths Leader and the Assessment Leader. Those children who require targeting or intervention are identified each term and a programme of support or further challenge is put in place.

## **Inclusion and Differentiation (also see SEND policy)**

All children must have regular access to Maths, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is always differentiated to aid children's learning and provide appropriate opportunities for challenge. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

## **Equal Opportunities**

Springfield offers a widely differentiated curriculum particularly in core areas such as Maths. We believe all children have a right to a broad and balanced education in Maths regardless of race, gender, religion or ability. We aim to enable children for whom English is an additional language to gain access to the curriculum by identifying their needs and planning a suitable programme of support.

N Staddon – Maths Leader