



Dallimore Primary and Nursery School Maths Policy

Introduction

At Dallimore Primary and Nursery School we aim to inspire all children to reach their full academic potential. In mathematics this means ensuring a curriculum that is fully inclusive of all children which:

- Develops children's knowledge and understanding of mathematical concepts.
- Develops children's fluency in mathematics and allows them to practice and hone skills and methods.
- Enables them to reason in mathematics and communicate their understanding.
- Gives them opportunities to apply learnt mathematical skills in different contexts across the curriculum.
- Provides opportunities to develop problem solving skills useful for maths and across the curriculum.

Planning

KS1 and KS2 are using the White Rose Maths Hub Mastery planning documentation to support their planning. This provides all teachers with a structured overview and logical progression throughout each year group's objectives. This also provides a medium term plan with the key objectives to be taught during each half term.

In the Early Years Foundation Stage, "Numbers and Patterns" is used as the basis for planning. There are two strands of learning in this – "Number words and numerals" and "Counting sets". There are six phases to work through and starts with the earliest maths skills for children in nursery, working through to phase 6 which is for children who are exceeding the Early Learning Goal for number. All skills are taught through a play based, practical approach. Children are not required to do much, if any, recording and photographic evidence is kept of the children's attainment in lessons. "Numbers and Patterns" does not cover Shape, Space and Measure. This is planned for separately and links with our topic theme for the week.

Within short term planning, clear success criteria for each learning objective taught should be created, demonstrating the progression needed to reach and exceed the objective. This will enable the class teacher to follow a clear and systematic teaching sequence, where input and activities provide scaffolding to allow all children to succeed.

Children working significantly above their expectations will not rush onto new content, but will deepen their understanding of the mathematical concept through a range of reasoning and problem-solving challenges.

Planning, where possible, should involve real life contexts for maths, where children are problem solving with a purpose in mind.

Class teachers should regularly plan for opportunities for children to apply their maths skills to different problems within maths lessons and across the curriculum. This will also allow children to revisit, practice and consolidate different areas of maths and apply them within different contexts.

Tracking and intervention

In the Foundation Stage progress is tracked using “Development Matters” alongside class trackers which show which phase of “Numbers and Patterns” each child is working within.

Each child from Y1 upwards has an individual Maths checklist that is attached in the back of their maths book. Teachers will mark off when children are commencing or developing, secure and deep or advanced within an objective using the following:

Dot – indicates commencing or developing within the specific objective.

Tick – indicates secure within the specific objective.

Highlighted – indicates deep or advanced within the specific objective.

These form part of teacher’s ongoing formative assessment and should be updated regularly.

Each child also has a tracking sheet within teacher’s assessment folders. Both documents are used to support teacher judgements at 5 assessment points throughout the year, using the iTrack Primary system.

At Dallimore, we provide children who are not making good progress with extra support through interventions. Interventions in maths should be based on developing key number skills that are appropriate for the children involved. Interventions that are provided to boost children’s progression in maths should be tightly planned, with key outcomes set and assessments made frequently to ensure progress is being made. Whilst interventions could be carried out by teaching assistants, what is being taught and how it is delivered is the class teacher’s responsibility and communication is essential. Teacher meetings with TAs are planned as regularly as is possible. We identify from tracking, any issues that exist and plan to address these. We also closely examine the progress of disadvantaged children and children with SENDs. Where data indicates a whole school issue, it will form part of the school improvement plan.

Monitoring and Assessment of Learning and Teaching

Monitoring of children’s progress begins with pupil progress meetings following the first assessment point, with the subject co-ordinator, teachers and teaching assistants discussing current provision and identifying next steps to support children’s progress.

The subject co-ordinator carries out a general book scrutiny at least once per half term to monitor continuity, progression, marking and challenge. The subject co-ordinator also carries

out an additional book scrutiny at least once per half term, focusing on disadvantaged children.

Learning walks, pupil interviews and analysis of assessment results will be used to support monitoring across all year groups.

Staff are given feedback following monitoring activities with recommendations on how practice can be improved and CPD opportunities are made available where these are deemed valuable. These might take the shape of inputs during staff meetings or by a variety of other means. Where specific initiatives have been put in place through action planning for school development, these are monitored by the subject coordinator in order to evaluate their impact. Findings are reported to the Headteacher and governors. The success of interventions is also monitored by the SENDCo and by the subject coordinator through scrutiny of intervention monitoring folders.

Guidance for teachers and teaching assistants

Class teachers should use the WRMH medium term plans which consist simply of objectives that should be taught during the term.

From this, weekly short term plans should be completed using the agreed pro-forma. At the end of each week, children's assessment checklists in books should be updated, and where appropriate, children should engage in self-assessment of these targets (UPKS2).

In KS1 mathematics should be taught for three mornings each week. In addition to this, three basic skills sessions in maths should take place in KS1. In KS2, mathematics should be taught five days per week and children's books should have a minimum of 4 pieces of work per week in them.

Resources to assist with the planning, teaching and assessment of mathematics can be found in the shared area of the school's computer network. This includes copies of the year group assessment checklists, the WRMH planning and NCETM reasoning documents.

Morning tasks and afternoon tasks should be used to support children's development of their math's fluency.

Parents and Homework

We recognise that parents make a significant difference to children's progress and we encourage this partnership. The homework policy and individual class homework leaflets outline how parents can support their children at home. Also, there is a yearly 'Helping your child with maths' morning in school, which provides parents with key information about how parents and carers can support their children at home.

Reviewed – November 2016

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