



St. Luke's CEVA Primary School

Mathematics Policy

Subject Leader: D. Huntingford

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	Pupils can expect	Staff will provide
Daily Lessons	Pupils are entitled to a minimum of five hours high quality mathematics teaching per week, some of which may be taught in context through other subjects. Lessons will be interactive and ensure pupils can explore patterns and make links between the discrete areas of learning. We encourage pupils to estimate before they calculate and to be able to select the most appropriate method in response to a question. Throughout the school, pupils will apply their calculations to real life and problem solving examples which should be basis of most lessons.	Staff have the responsibility to ensure lessons are well planned based on the curriculum overview; ensuring the needs of the class and individuals are met in response to assessment data, AfL and marking. There is an expectation that all pupils can and will achieve and hence pupils will not be limited through the tasks set or through ability groupings and staff will continue to explore this through the Mastery approach. Tasks set will provide challenge through increasing in difficulty, through open ended tasks or mathematical journals.
Assessment	Pupils will be assessed throughout the lesson, the decisions regarding progression and support being made in response. Pupils will be assess through work on whiteboards, answers to questions, contributions to paired and group discussions and through their responses in their books and during tests. This is designed to be complimentary to the schools responsive teaching agenda. Assessment is designed to support and inform pupil's learning and is not to punish or belittle.	Teachers will update pupils' individual tracking sheets frequently with a minimum expectation of three times a year with a target being set for individuals. Formal testing will take place at least three times a year before SATS in Years 2 and 6 to prepare for SATS with Optional SATS being used once a year (May) to monitor standards and to provide data to assist the subsequent teacher with their planning.
Marking and feedback	Pupils are expected to work hard throughout the lesson and, as a result, are entitled to swift and meaningful feedback that supports them within their learning. Books should be marked as soon as possible after the lesson with decisions about support and progression being made in response.	Teachers have a duty to ensure books are marked in a timely fashion and that this feeds into decisions regarding progression and support based on this. There is no expectation that each individual calculation is marked but the teacher should mark enough to be confident in gauging the pupil's understanding. DIRT tasks are of particular importance where children work together, display this on the Working Wall and review their learning at a later date.
Resources	Children learn best when they can see and explore hence resources should be a feature of all maths lessons, regardless of age or ability. Children will be encouraged to begin with resources before moving onto visual illustrations then abstract calculations. Children will be encouraged to be independent in knowing when resources are required and which are most suitable	Teachers have the responsibility to teach and train children how to use resources correctly and accurately. It is everyone's responsibility to ensure that supplied resources are accurate and in a safe condition.

Inclusion	Enrichment	Health and Safety
All pupils should be included within the daily mathematics lesson unless there is specific reasons not to such as guidance from a professional or alternative provision being made in line with an EHCP. TAs are to be deployed to support or extend those pupils who require support within the daily lesson. Those who regularly struggle to access the lesson will be provided additional sessions, including Catch-up in KS2 and Numicon in KS1	St. Luke's recognise the importance of cross curricular learning but are concerned that links made between mathematics and class topic are not tenuous. Staff are expected to ensure correct mathematical principles are applied to representing data in science or measuring in PE and DT, ensuring that such opportunities are utilised within such subjects to provide meaningful contexts for the pupils' mathematics.	Although the majority of maths activities are deemed to be risk free, due diligence should be used when enriching the curriculum through cookery, DT or sporting activities. Further guidance is provided within the Health and Safety policy.

Monitoring

The subject leader will monitor the subject in line with this policy, the calculation policy and the school's teaching and learning policy at least three times a year. Such monitoring will involve analysing planning, book looks, talking to pupils, monitoring the classroom environment and observing lessons. Such monitoring will form part of the school's MOT. In addition, formative data and assessments will be analysed in liaison with the data and assessment lead with such information feeding into action planning and budgetary decisions.