



## Petersfield Church of England (Aided) Primary School Policy for Mathematics

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**God teaches us we are all equal, valued and unique.** We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

**Love: 1 Corinthians 13:4-7** It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

**Trust: Isaiah 26:4** It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

**Peace: Thessalonians 5:13** It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

**Friendship: Luke 6:31** We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

**Creativity: Romans 12:6** Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

### INTRODUCTION

Mathematics teaches children how to make sense of the world around them through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be bold, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all pupils, thus encouraging success at all levels.

### RATIONALE

Petersfield policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, pupils, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for mathematics. It reflects the essential part that mathematics plays in the education of our pupils. It is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

### SCOPE

This statement of policy relates to all pupils, staff, parents and governors of Petersfield Primary School. The age range of pupils from Petersfield has been acknowledged in the creation of policy and the development of the mathematics curriculum.

### PRINCIPLES

The principles of Petersfield Primary School mathematics are:

- Policy and provision are evaluated and reviewed regularly

- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the annual SDP.
- Planning of mathematics ensures continuity and progression across all year groups and key stages
- The governors of Petersfield Primary School discharge their statutory responsibility with regard to mathematics

## **AIMS**

Our aims for the subject are also in line with Petersfield school's general aims and specifically to ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Mathematics at Petersfield Primary School and that these are consistently applied.

## **School Staff**

- To promote a confident, positive attitude towards the learning and use of Mathematics making it an enjoyable experience;
- To promote confidence and competence with numbers and the number system;
- Encourage pupils by believing that every child, with hard work, can be good at Mathematics through promoting a Growth Mindset.
- To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as science and geography;
- To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language;
- To promote a practical understanding of the ways in which information is gathered, presented and used;
- To promote the exploration of features of shape and space and develop measuring skills in a range of contexts;
- To understand the importance of Mathematics in everyday use, especially in relation to essential life skills, such as telling the time and understanding money.

## **Children**

- To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;
- To develop confidence and competence with numbers and the number system;
- To develop the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science and Geography;
- To develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using mathematical language;
- To develop a practical understanding of the ways in which information is gathered and presented;
- To explore features of shape and space, and develop measuring skills in a range of contexts;
- To understand the importance of Mathematics in everyday life, especially in relation to essential life skills such as telling the time and handling money; and
- To foster positive attitudes towards Mathematics by developing pupils' confidence, independence, persistence and co-operation skills and understand Growth Mindset in a Mathematical context.

## **Parents and Carers**

- To be understanding and supportive of our aims in learning and teaching Mathematics.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with Mathematics homework activities (please refer to Homework Policy) including the importance of learning their number bonds and times tables off by heart.
- To praise their children for the good things that they do in Mathematics.

- To communicate and work with School whenever further support is needed to develop children's mathematical skills and understanding.
- To make mathematics part of children's everyday lives.

### **Governors**

To appoint a designated link governor who will if possible:

- Meet with the Mathematics Subject Leader, pupils and staff at least once a year to review:
  - The school's systems for planning work, supporting staff and monitoring progress;
  - The allocation, use and adequacy of resources;
  - How the standards of achievement are changing over time.
  - Visit School and talk to pupils about their experiences of Mathematics;
  - Promote and support the positive involvement of parents in Mathematics;
  - Attend training and other events relating to the Mathematics curriculum;
  - To be understanding and supportive of the school aims in the learning and teaching of Mathematics and to review this policy.

### **PROVISION**

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills in and across each phase of education. The teaching of mathematics at Petersfield Primary School provides opportunities for:

- Group work
- Paired work- Maths Buddies
- Whole class teaching
- Individual work

### **Foundation Stage**

- Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage.
- The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and mathematical skills.
- The children explore, enjoy, learn about, and use Mathematics in a range of personalised situations.
- Mathematics is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.

### **The National Curriculum for Mathematics (Programmes of Study): KS1 and KS2**

- Teachers follow the White Rose Hub Mathematics scheme, which is based on the principles of Mastery (as taught in Singapore) and aligned with the National Curriculum 2014, to support their planning and delivery of Mathematics teaching.
- The White Rose Hub Mathematics scheme has full coverage of the National Curriculum 2014 objectives for each year group.
- The short term planning is done weekly, listing the specific learning objectives that are to be covered in each year group class for each lesson that week.
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it using Build it, Draw it, Say it, Write it representations.
- If the needs of the children are best met following an alternative plan, which deviates from the National Curriculum 2014, then the class teacher and a Senior Leader discuss this and decide on a way forward.
- Pupils practise key facts and targets regularly in class and at home.

## **ASSESSMENT**

Assessment is an integral part of our teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess and evaluate the work of all pupils in their class. Information for assessment will be gathered in various ways: by talking to pupils, observing their work, marking their work, etc. Teachers will use these assessments to plan further work.

Assessment of mastery within Mathematics will be supported by the White Rose assessments, NCETM Mastery Assessment documents for each year group and tracked by termly progress assessments using Target Tracker.

## **ROLE OF SUBJECT LEADER**

The role of the Subject Leader is to provide professional leadership and management in Mathematics in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources within the confines of the school budget.

The Subject Leader will train and coach staff on Mathematical pedagogy within the school and keep up to date with developments from a county and national level. The Subject Leader has regular discussions with Senior Leaders about learning and teaching in Mathematics and provides data and a subject overview of the strengths and weaknesses of Mathematics within Petersfield Primary School

## **EQUAL OPPORTUNITIES AND INCLUSION**

We incorporate mathematics into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of mathematics e.g. Islamic patterns in RE. All pupils have equal access to the curriculum regardless of their gender. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups. Full consideration has been given to equality, inclusion and safeguarding (child protection) in the preparation of this policy.