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Next review:	November 2021
Staff Responsibility:	Miss Wilson
Linked policies:	Visual Calculation Policy Teaching and Learning Policy Marking Policy Presentation Policy Homework Policy
Singed by chair:	L. Rowbotham
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Boarshaw Community Primary School **Policy**

Introduction

At Boarshaw Primary we aim to provide the pupils with a mathematics curriculum which will produce individuals who are numerate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential.

General Aims

We aim to ensure that all children are provided with a curriculum that is fully inclusive which:

- Focuses on improving their sense of number in order to confidently approach any mathematical concepts whilst enabling them to practice and hone skills and methods;
- Gives them opportunities to apply learnt mathematical skills in different contexts across the curriculum;
- Provides opportunities to develop problem solving concepts;
- Develops children's knowledge and understanding of basic skills needed to attack mathematical skills useful for maths and across the curriculum;
- Allows opportunities for children to show mastery of skills in areas of maths;
- Encourages reasoning to explain and deepen their understanding of maths.

Teaching and Organisation

Big Maths

Big Maths provides an accurate and simple, but highly effective, framework that guarantees numeracy progress. This framework is known as CLIC (Counting, Learn Its, It's Nothing New and Calculation) and is characterised by accurate steps of progression (known as Progress Drives) that make new learning easy and obvious to children. It provides a rigorous, systematic and structured approach, preventing future gaps from developing as all children make their way through the system with the necessary pre-requisite skills to meet new learning with further success and confidence. From Year 1-6, Big Maths is taught for 15 minutes at the beginning of every Maths lesson, following the CLIC framework. In addition, children complete

the Big Maths Beat That challenge, with a Learn Its test followed by a CLIC once a fortnight.

- In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration.
- Children will become very competent 'counters' so that their fluency with the number system provides a foundation for mathematical understanding. Counting forwards and backwards in many different sized steps as well as from different starting and ending points is essential.
- Maths learning builds from a concrete understanding of concepts where children are manipulating objects. When children are able to see concepts this way, they then need to understand the same concepts represented pictorially. Children are then ready for abstract representation before being able to apply their knowledge to different situations.
- Children should be encouraged at all times to communicate their understanding of maths so that it clarifies their thoughts.
- Children's mental maths is of great importance, with number bonds, times tables facts and various strategies for calculation taught and practiced at school (CLIC) with support sought from parents through homework activities (times tables- assertive mentoring).
- A progression towards efficient written calculations should be developed and applied consistently in each year-group. The school's Visual Calculation Policy should be followed and displayed on working walls.
- Though the nature of lessons will be very different depending on the needs of the class, children should be: active; practicing skills they haven't yet mastered (perhaps recapping on class targets); learning something new OR learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.

Display and Resources

- Each classroom should have a maths working wall. It should be clear what the children are currently learning about in maths and it should be changed regularly to fit in with what they are doing. This might involve moving vocabulary to somewhere more central so that it is clear for the children. The children should be a part of the process when changing the maths display.
The working wall will usually include:
 1. What the children are currently learning in maths (Key Concept, WALT)
 2. Vocabulary linked to current concept (this can be added to as the concept progresses and the VCP can be used for this purpose)
 3. Operations needed (VCP can be used here too)
 4. Examples of calculations being used (VCP can be used again here).
- A hundred square should be displayed
- Number lines appropriate to year group
- Evidence of pupils' work when appropriate.

- Each class has maths toolkits and additional resources relevant to the yeargroup. Children should have unlimited access to these resources and they should be used regularly to support their learning.
- Other resources are stored centrally and must be returned when no longer needed.

Non-negotiable Expectations

- A minimum of 4 hours of Maths is taught each week (not including assessment time for CLIC or Arithmetic tests)
- CLIC sessions are taught at the beginning of each maths lesson (15 minutes)
- Problem solving and reasoning activities are planned in regularly.
- Opportunities and activities are planned for children to show mastery of objectives.
- HAP should be targeted regularly and greater depth activities should be planned.
- Children should have free access to resources.
- PODs to be used during maths lessons where appropriate.
- Rising Stars assessments are completed every half term or every term.
- Children are tested on their times tables frequently. This can be part of a CLIC session where the children test each other using their blue times tables cards.

Planning

- Planning begins from a thorough understanding of children's needs gleaned through effective and rigorous assessment and tracking, combined with high expectations and ambition for all children to achieve.
- Long term planning will outline the areas of mathematics that will be taught during the term to ensure coverage of the National Curriculum.
- 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 are differentiated by considering which parts of the success criteria individual children are ready for.
- Where children are working significantly above the objective the majority of the class need to work towards, children should be given opportunities to deepen their understanding through carefully planned activities involving problem solving and reasoning.
- Planning, where possible, should involve real life contexts for maths, where children are problem solving with a purpose in mind.
- 15 minute CLIC sessions should be planned at the beginning of each maths lesson using the appropriate resources.

Assessment

- Assessment for learning should occur throughout the entire maths lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular.
- Pupil's work should be marked in line with the Marking Policy and should model how corrections should be made, giving children a chance to learn from their misconceptions or incorrect methods.
- Pupils should complete corrections in during MAD time (make a difference time) or at an appropriate time in the school day

- Teachers/TAs should use CLIC to assess how the children are progressing through the different progress drives.
- Assessment of pupil work and progress is ongoing by the class teacher and informs future planning for groups and individual pupils.
- Summative assessments are made at least once per term in order to provide further understanding of the level a child is working at and to inform a more rounded judgement of their abilities.
- Tracking is used in order that children who are not making good progress over time can be targeted for support in one form or another. What that support will be and how intensive, depends upon the child's needs and it may be a simple strategy within whole class teaching that is needed. Where further support is deemed necessary, children can access interventions.

Inclusion and Equal Opportunities

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their maths learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

Monitoring and Evaluation

Provision for maths is monitored and reviewed on a regular basis.

This is achieved by:

- the maths Coordinator will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.
- The SLT shall have oversight of this policy and monitor the provision of maths