



## Mathematics Policy

**Curriculum lead:** Karen Roebuck

Reviewed: January 2022  
Approved by Governors: June 2022  
Next Review: January 2025

Mathematics should be inspiring as well as informative and we believe our children should approach it with enjoyment and enthusiasm.

### We aim for our children to

1. Apply mathematical knowledge and reasoning skills to real life problems;
2. Develop an appreciation of mathematical patterns;
3. Be able to use the language of mathematics to express their ideas;
4. Work and learn independently and collaboratively with resilience and confidence. – in accordance with school drivers.

### Curriculum Organisation

The children are taught in single age groups appropriate to their needs and abilities. Teaching assistants are used to support children's learning; they are made aware of the learning intentions and time is made available for assessment, feedback and where appropriate, corrections and amendments.

### Learning environment

A wide range of practical resources should be used until the children are confident and competent in a range of skills and strategies.

The resources are accessible for all to use.

Maths displays and working walls will celebrate and support children's learning and should include posters from all the Visual Policies (calculation, algebra, fractions and place value.). Displays will show a variety of different visual aids.

W.A.G.E.L.L.s are displayed to reinforce successful strategies and to show examples of ways of working.

Children are encouraged and supported in developing and using their own success criteria (also known as Top Tips)

Maths work – is marked in accordance with the marking policy and should recognise the importance of AFL strategies.

### Calculation Policy

**(available on website – but subject to forthcoming amendment)**

The school follows a written calculation policy and a visual calculation policy (VCP) as designed by and commissioned from D. Godfrey – Sense of Number.

The school also follow visual algebra, fraction and place value policies, also from Sense of Number. Parents are to be made aware of the policies either by annual meetings held in each year group to which all parents are invited, or by reference to the school website.

### Planning

Nursery and reception will plan lessons in accordance with EYFS Framework 2014.

Years 1-6 – staff will plan lessons in accordance with the National Curriculum 2014 and/or the Shawclough programmes of study for Years 1 to 5. Teachers may also use a variety of tools including visual policies as mentioned above, and published schemes where appropriate (White Rose Maths being the preferred scheme). Teachers will use their professional judgment when using published schemes making sure adaptations are made for the needs of the children where necessary.

### **Assessment, Recording and Reporting**

Teacher assessment for pupils should be frequent and regular and should be recorded for all pupils. Both informative and summative assessment will take place. It is the responsibility of the individual teacher to keep up to date assessments and records – all information should be entered into SIMs on the required date each term.

Teachers will use a range of assessment tools (including AFL, 1-1 tasks, published schemes and informal notes).

### **Parental Involvement**

We believe parents have an important part to play in the mathematical development of their child. Parents are encouraged to support their child and to become involved in their learning. Each year will hold an annual maths meeting for parents and other events as may be appropriate from time to time.

Children's targets will be shared with parents at parents' evenings and on reports.

### **SEND Intent**

At Shawclough, we believe that every pupil, regardless of needs, disability, race or gender, has a right to equal access to a broad and balanced curriculum. We present this subject in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility. We work closely in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better.

It is our intent for all children with additional needs to:

- Have access to a broad balanced and relevant curriculum
- Be happy and feel secure.
- Be included.
- Achieve their very best.
- Demonstrate personal development and growth.
- Make good progress based on their personalised targets and Individual Provision Map (IPM)
- Experience wider activities leading to greater independence.
- Make effective independent decisions.

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### **Monitoring and Development**

Maths is monitored by the maths lead, other members of the working group and senior leaders as part of the school self-evaluation process. Such monitoring will take the form of learning walks, book scrutiny, data comparisons and lesson observations and drop ins.

Staff will take part in appropriate training (whole school or on an individual basis) where necessary.