NEMAT
North Essex Multi-Academy Trust

Richard de Clare

Community Academy

Mathematics Policy

Reviewed:	**Summer 2020**
Next review date:	**Summer 2023**

Mathematics Policy 2020

Intent

At Richard de Clare we offer the children a balanced mathematics curriculum based on the National Curriculum. Children will be encouraged to be positive and enthusiastic towards mathematics, with an awareness of the diversity of the subject.

- They will be competent and confident in taking risks to apply mathematical knowledge, concepts and skills.
- They will be able to solve problems, reason mathematically and think logically and systematically.
- They will be able to work independently and in co-operation with others.
- They will be able to use and apply mathematics across the curriculum, and to understand the application of mathematics in real life contexts and scenarios.

Implementation—*Roles and Responsibilities*

The Maths subject leader is responsible for structuring the mathematics curriculum and ensuring its planning, delivery, content and assessment is of the highest quality. The subject leader will oversee the distribution and use of resources, liaisons with external agencies and the monitoring of teaching and learning in mathematics across the school.

Class teachers are responsible for planning and delivering maths teaching to their class each day.

The Head of School will monitor the implementation of this policy and the policy will be reviewed by the Governing Board as part of the school improvement plan.

Implementation—*Teaching and Learning*

At Richard de Clare, children are taught maths in a variety of ways with a balance of independent work, partner tasks and whole class lessons.

Teachers work to support and guide their children through the following stages of development:

- Talking mathematically; using appropriate vocabulary and examples.
- Developing the use of concrete, pictorial and abstract means of recording.
- Using and applying flexible mental strategies to solve calculations.
- Explain and justify their use of strategies or resources to solve problems and calculations.
- In Key Stage 2, using an expanded method which leads into a standard written method for each of the four main operations.
- Understanding when to apply either written or mental methods when completing calculations.
- To develop skills of reasoning and problem solving, embedding these skills through regular opportunities to practise.

Implementation— *Curriculum*

We believe all children can succeed mathematically, and as such all children should follow a progressive curriculum which is planned and carefully structured. We use our curriculum map, progression grids and White Rose Maths scheme to ensure thorough planning.

We ensure that all children are given opportunities to:

- Experience practical maths activities and games to support their learning.
- Develop their reasoning, questioning and problem-solving skills in a variety of contexts.
- Take part in class, group, partner and independent learning and activities.
- Learn, use and apply a range of methods to calculate solutions.

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Implementation— *Parental Engagement.*

We involve parents in their children's learning when appropriate. Through regular mathematics workshops to support their knowledge of the school mathematical approach, we enable parents to use a range of activities to create fun learning opportunities at home.

Teachers will:

- Hold parent maths workshops to support parents with calculation strategies and how they can support their child at home.
- Hold a multiplication screening check information evening to inform parents about the test.
- Hold a SATS information session on the maths SATS paper.
- Provide log in details for Times Table Rockstars/Numbots so that children can access maths learning online.

Implementation *- Planning and Time Allocation.*

All class teachers are responsible for weekly planning, based on the agreed Curriculum map. Class teachers are supported to adapt materials for their own class.

Teachers will:

- Identify the appropriate teaching and learning strategies required.
- Plan lessons with a balanced and engaging range of activities.
- Plan for the specific needs of children within their own class.
- Assess children routinely using formative and summative approaches.
- Teach maths for at least 45 minutes per day in KS1 and 1 hour per day in KS2.
- Provide additional repetition of work as early work or at other points during the day, especially providing opportunities for children to develop their oral/mental maths skills at an appropriate level.

Impact - *Assessment*

The teaching and assessing of mathematics at Richard de Clare follows the Assessment for Learning cycle of; plan, teach, review, assess. Children's work is marked regularly, as part of our Marking and Feedback policy and assessed against National Curriculum objectives. Children are guided to improve their work via focused verbal and written feedback.

Children in EYFS are assessed regularly using the Early Learning Goals. Formal tests are administered periodically to children from Year 2 to 6, to assist teachers with their assessment of individual achievement and progress in mathematics.

Years 2 and 6 undertake a range of preparation assessments over the course of the year. These tests are used to track progress and attainment, encourage children's confidence, and support the identification of gaps in knowledge and understanding.

Children in Year 4 are given regular opportunities to practise their multiplication skills in the same format as the Year 4 multiplication check.

Intent - *Equal opportunities and Special Educational Needs.*

All children have equal access to the Mathematics curriculum, regardless of race or gender. Children access the curriculum at the level appropriate to them, ensuring rapid measurable progress.

Resources and learning environments are planned and designed to enable all children access to the learning required. Differentiated activities are provided to support struggling learners and challenge rapid graspers so they are able to work at greater depth in mathematics.