

**Holy Trinity CE (VC) School**

**Mathematics Policy**

Revised September 2020

Introduction:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

This policy is to be used alongside the calculation and vocabulary progression policies to inform expectations for planning for progression throughout school.

The **INTENT** of mathematics in our school is to develop:

* a positive attitude towards mathematics and an awareness of the relevance of mathematics in the real world
* competence and confidence in mathematical knowledge, concepts and skills
* an ability to solve problems, to reason, to think logically and to work systematically and accurately
* initiative and an ability to work both independently and in cooperation with others
* an ability to communicate mathematics
* an ability to use and apply mathematics across the curriculum and in real life
* an understanding of mathematics through a process of enquiry and experiment

**IMPLEMENTATION**

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

* practical activities across all age groups using CPA approach
* mathematical games
* complex problem solving and reasoning
* individual, group and whole class discussions and activities
* a range of methods of calculating
* utilise further opportunities to use and apply mathematics across all subject areas.

Each class organises 5 lessons per week of between 45 and 60 minutes for mathematics. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

The National Curriculum for Mathematics 2014, and the Early Learning Goals (Number, Shape Space & Measure) provide the long term planning for mathematics taught in the school.

Medium term planning - Years 1-3 follow Inspire Maths as its medium term planning following the CPA approach and a mastery curriculum, this is to be followed up year by year to 4, 5 and finally 6. Year groups not yet following Inspire Maths will continue planning from White Rose also using the CPA approach. EYFS planning is based on the Early Learning Goals (Number, Shape Space & Measure).

MARKING

Marking of children’s work is essential to ensure they make further progress. All work is marked in line with the school marking policy, and includes next steps to either consolidate learning or challenge using the spiral approach to learning. Children are encouraged to self-assess their work and given time to read teachers’ comments and make corrections both during the lesson and after. The children themselves can mark their learning with support and guidance from the teacher. For further information see the school marking and feedback policy.

**IMPACT**

Teachers make regular assessments of each child’s progress and record these systematically. A record of each child’s attainment against the key objectives for the appropriate year group is recorded.

White Rose, Inspire Maths progress tests and teacher assessments are carried out half termly and the outcomes are used to monitor each child’s progress and inform future planning, including intervention needs.

Children’s class work is assessed frequently through

* -regular marking
* -analysing errors
* -questioning and problem solving
* -discussion and reasoning
* -plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments.

These materials are to be used alongside judgements from class work to form a teacher assessment for each child. These judgements are then passed onto the assessment co-ordinator to be fed into the whole school tracking system.

**Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the Maths Co-ordinator and the SLT and will be based upon discussions with other members of staff, observation of children’s work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.