CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

POLICY STATEMENT FOR MATHEMATICS

To be Reviewed: January 2018
Reviewed by: N. Brown

Purpose of Policy

The policy is written for the teaching staff. It is intended to act as a framework to ensure continuity and progression for each child in maths lessons.

The School's Statement of Intent

- To have consistently high expectations and that we are mathematically ambitious for our pupils by ensuring that pupils have the right content to grapple with – to gently nudge them out of their comfort zones or to thrust them out, as appropriate.
- To have a relentless focus on the learning and teaching of mathematics, ensuring there is effective CPD for all staff (including TAs).
- To embed a highly inclusive environment with targeted support and intervention based on detailed knowledge of individual pupils.
- To provide rich mathematical opportunities for learning both within and outside the classroom which specifically broaden and extend the more, most and exceptionally able mathematicians leading to mastery for many.
- Using assessment smartly to track pupil progress and personal development with key, identified milestones.
- Ensuring that disadvantage is not a barrier to achievement by tracking specific, more able individuals including those receiving Pupil Premium.

Aims

1. We aim to deliver a maths curriculum based around The National Primary Framework for Mathematics (PFM) which is exciting and stimulating and focuses on delivering high quality lessons.

2. We aim to ensure every child has achieved or exceeded the learning objectives for the PFM at the end of each year.

3. We aim as a school to maintain/improve our Standards in The National Curriculum tests at the end of KS1.

Success Criteria

We will use the following success criteria to monito and evaluate the effectiveness of this policy:

1. Every child who reached their ELG to be into 'expected' with many into 'exceeding.'
2. An increase in the percentage of pupils into 'exceeding.'
3. A narrowing of the gap between maths results and English results.
4. More rapid progress of disadvantaged more able.

Organisation

Foundation Stage

Children are taught in groups using an integrated day for numeracy sessions. The class teacher and teaching assistant work in collaboration to plan activities to support and extend mathematics. They work within the framework of the Early Learning Goals and sometimes use Abacus.

The computer hardware available for Reception in ICT are PC's, iPads and an interactive whiteboard

Key Stage 1

Y1's & Y2's lessons are planned using the Abacus Evolve Maths Scheme, The National Curriculum, Sheffield STAT and Clifford's Expectations.

In May 2015 we piloted a method of teaching maths developed from the Shanghai Maths Project. This was so successful that we have rolled the system out across Key Stage 1. We call this Same Day Intervention Maths or SDIM.

Maths is taught initially as a whole class. The children then complete hard, harder or hardest questions which are immediately marked by the teacher or TA. Pupils who have not understood the input are then re-taught by the teacher. Those who have mastered the input are then extended and enriched appropriately. The advantages of this are that you have a flexible intervention group which is sharply focussed and targeted and that more able pupils are able to progress without having to repeat work.

Numeracy is usually taught in morning blocks. We develop skills and then use them in High Focus Weeks. We ensure that there are also mathematical elements interlaced throughout the curriculum as well as in the discrete subject teaching.

Resources

Each class has a teaching assistant for Maths lessons.

- Each class has computers and a range of software and access to sets of ipads.
- Each class has number lines, a class set of 'mini' whiteboards and markers and other materials such as shapes, cubes, number games, calculators, dice, dominoes etc.
- We have a central resource area (off the staff room) where other resources are kept, such as solid 3D shapes etc.
- Each class has an interactive whiteboard.
- We have a very good library that is well used by children for reference.

Special Educational Needs and Differentiation

Each teacher plans differentiated work to ensure complete inclusion for the whole class. The teaching team works in partnership the SENCO to support children who have been identified as needing extra support (Both during lessons and where necessary outside of the usual maths timetable). SEN children receive Maths interventions at least weekly in school and sometimes before school.

Gifted and Talented

More able mathematicians are stretched and challenged in every maths lesson. The SDIM system means there is quality learning opportunities for more able pupils. Teachers plan for specific more able groups as well as individual most able pupils.

Equal Opportunities

There is a whole school Equal Opportunities Policy.
It is our aim that the girls and boys have equal access and opportunity to all aspects of the curriculum. Teachers are aware of the different ways boys and girls learn.

Assessment and Planning

Mathematics is assessed on an ongoing basis and the Sheffield STAT is regularly updated. Year 1 uses half termly abacus assessments and weekly mastery checkpoints. There is regular testing using teacher generated material and other tests.

Children in the foundation stage are assessed using EYFS learning goals and recorded on 2Simple and the LA's progress tracker. The 2Simple software includes photographic and 'snapshot' observations are also used to assess children's learning and give a clearer picture of the 'next steps' for a particular child.

Assessment data is stored in STAT and allows the teacher to track individual, or groups, of children to facilitate intervention. Consultation takes place between the teachers at the end of the year to discuss areas

of strength and weakness, and to suggest ability groups for the following year.

Planning, Recording and Reporting

Planning sheets are used for weekly numeracy plans. These contain evidence of learning objectives, resources and homework. Less detailed plans are put onto each half-termly topic grid or yearly overview.

Children's work is continually marked and assessed by the class teacher using the new 'Think Pink' system.

Each individual child's progress is reported to the parents through parent meetings and the end of year written reports. Parents are welcome to discuss any issue of concern with their child's teacher at any time.

Homework

Homework for mathematics is sent home in Year 2 and suggested activities are sent home in Year 1. This is linked to classwork in order to consolidate learning at home. MyMaths is used as a web-based home-learning platform.