

**Brighter Futures Academy Trust  
Luddendenfoot Academy**

**Mathematics Policy**



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	Nov 2014	October 2017

This policy affects all year groups in the school. It takes into account the National Curriculum 2014 for mathematics.

## **Vision statement**

'A good mathematician at Luddendenfoot Academy will....

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics
- Be able to identify mathematical relationships, both spatial, numerical and logical, and see their relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Be able to read and record mathematical statements using correct terminology and symbols.
- Be able to use and interpret diagrams, charts, graphs and tables.
- Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have developed an ability to use and apply mathematics across the curriculum and in real life
- Have developed an understanding of mathematics through a process of enquiry and experiment
- Have developed an ability to calculate mentally drawing on a range of strategies and knowledge of number facts

## **Aims**

The aim of the National Curriculum 2014 for mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

Children deserve:

- to be set appropriate learning challenges
- to be taught well and be given the opportunity to learn in ways that maximise the chances of success
- to have adults working with them to tackle the specific barriers to progress they face.

The National Curriculum 2014 for mathematics is designed to help practitioners, teachers, schools and settings achieve this ambition.

## **Curriculum Development and Organisation**

At Luddendenfoot Academy we follow our own scheme of work for Mathematics, based on the new National Curriculum (2014), which ensures continuity and progression in the teaching of mathematics.

## **Teaching and Learning**

The curriculum is delivered by class teachers. In all classes children are taught in a variety of groupings and work is differentiated in order to give appropriate levels of challenge for each ability group. Where children are struggling with maths a 1:1 or small group, intervention programme will be implemented based upon individual needs. These interventions will be delivered by teaching assistants under the guidance of class teachers.

## **Inclusion and Equal Opportunities**

All children are provided with equal access to the Mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Roles and Responsibilities**

The subject leader for maths is responsible for the following areas:

- Ensuring understanding of the National Curriculum (2014) amongst teachers and teaching assistants
- Keeping up to date with developments in maths teaching.
- Observing colleagues and monitoring planning and quality of teaching.
- Leading by example in the way of teaching in own classroom.
- Preparing policy documents.
- Advising colleagues and helping to develop expertise.
- Encouraging the development of maths activities that are appropriately differentiated and enable progress.
- Liaising with the Head of schools and SLT across the trust and working with the maths team for the trust.
- Making purchasing decisions.
- Contributing to INSET training of staff.
- . Regular reports are made to the governors and trustees.

## **Subject Monitoring / Evaluation of provision**

The subject leader is responsible for monitoring and evaluating curriculum progress. This is carried out through: analysis of data; books and planning scrutinies; lesson observations; staff and pupil discussions and audits of resources.

## **Pupil Assessment**

• The Early Years Foundation Stage Profile (EYFSP) is entered on the computer on a half termly basis in Reception and progress can be shown through graphs to show progress. Early Essence can also demonstrate this.

- Each class teacher is responsible for monitoring and evaluating the progress of their pupils Mathematics skills.
- Children are also formally assessed at Year 2 and Year 6 according to SATs tests and tasks.
- The year 2 test results being based on teacher assessment and not on the results of the actual test.
- Years 3, 4 and 5 may also undertake optional SATs tests in mathematics.
- A progress tracking system is used to closely monitor children's progress throughout the school.
- Teacher assessments are entered 6 times a year and are closely analysed by the subject leader and Senior Leadership Team.

## **Home / school links**

We see the relationship with parents very important in supporting their children's mathematics skills. We involve the parents in their children's learning by:

- Providing regular parent's meetings which give them verbal and written information on their child's progress and their targets for the future.
- Providing half termly curriculum letters informing the parents about the areas of the curriculum that are being covered.
- Providing an end of term report which outlines progress and attainment.
- Providing meetings to inform parents on how we teach mathematics and how they can help.
- Sending home maths games when appropriate.