



MATHEMATICS -led by Miss R Holden- reviewed September 2019

Introduction

At Howley Grange Primary School we teach Mathematics daily within specific lessons, however children practise and use their maths skills throughout the school day, including in both daily Snappy Maths and TT Rockstars additional sessions. Mathematics is delivered through varied teaching approaches and progressive learning objectives. Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Here at Howley Grange we endeavour to make Mathematics stimulating, enjoyable and challenging, ensuring all children are taught through differentiated tasks, providing all children irrespective of ability, rich opportunities to use and apply their mathematical learning.

Aims

Our curriculum for Mathematics aims to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- promote confidence and competence with numbers and the number system.
- develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- develop a practical understanding of the ways in which information is gathered, presented and interpreted.
- explore features of shape and space, and develop measuring skills in a range of contexts.
- understand the importance of mathematics in everyday life.

Planning

Planning for Mathematics is based on the programmes of study in the National Curriculum, and meets the needs of all learners.

We carry out the curriculum planning in three phases (long-term, medium- term and short-term). The National Curriculum gives an outline of what we teach in the long term, while our medium term planning identifies the key objectives that we intend to teach each term. We ensure lessons are delivered at appropriate levels for all of our children.

The class teacher is responsible for completing the weekly, short term plans for the teaching of mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught, including differentiation.

Teaching and Learning

Mathematics is taught for one hour per day and work incorporates activities that are:

- Practical
- Investigate
- Oral/Mental
- Written

Weekly Mathematics also incorporates problem solving and reasoning, which is taught through RISE (our schools own approach). This approach teaches children how to tackle problems and be able to reason/explain how they did this and why certain methods were chosen.

Across the school children are taught in mixed ability classes, however in Year 6 children are set into ability groups for the majority of the academic year. These groups are flexible and can change for different areas of mathematics (for example, number and shape).

To ensure rapid progress is made by all our children, additional Maths is included within the school day. Snappy Maths, a programme aimed at raising children's rapid recall of number bonds and table facts, is completed every day for 10 minutes. Also, TT Rock star times table assessments are also completed for 3 minutes per day. TT Rock star is an online programme based on building speed and accuracy of the Times Tables.

All marking and feedback is completed using our school Marking and feedback policy (Please refer to our effective feedback and marking policy for more details).

Assessment

Assessment in Mathematics here at Howley Grange Primary School follows our school's policy and procedures. Here, we understand the importance of continuous, formative assessment and feel it is an integral part of our teaching cycle. Each child has individual assessment sheets which are used to track their progress against national curriculum levels of attainment. Teachers plan assessment for learning opportunities within their lessons, the outcomes of which, along with evidence from the marking of children's work is used to record the achievement of knowledge, skills and understanding. Star Assessments is also used to assess children in their Maths. I, as subject leader as well as class teachers then collaborate all of this information and use this to plan for next steps of learning.

Role of subject leader

The Mathematics leader is Miss R Holden.

The role of the Numeracy leader includes:

- Reviewing policy and its implementation (including the written calculation policy) on an annual basis.
- Monitoring planning and coverage of National Curriculum programmes of study to ensure that there is progress both within and across Key Stages.
- Monitoring the standards of children's work and of the quality of teaching in mathematics.
- Providing on-going support for staff with planning and resources during staff meetings and informally.
- Attending regular update meetings with the local authority, and subsequently feeding this back to school.
- Liaising with the link governor for Maths, Mike Jordan.
- Providing strategic leadership for the development of mathematics across the school.

Resources

All classrooms have basic resources that the children can access and use to support their everyday Maths. In addition, there are further resources that are stored in the maths corridor. This equipment is for the whole school therefore it is asked that teachers/ children borrow and return as soon as possible.

Maths Seeds/ Mathletics / TT Rock stars

All children have access via a personal logon to either Maths Seeds or Mathletics dependent on their year group. Children can access this at school, as well as at home to support and improve their understanding and

application of mathematical concepts. Children also have a personal log on for TT Rock stars, meaning they can build upon their, in school learning, of the Times Tables while at home, through fun and interactive games.

School Improvement

Numeracy features as a priority for development within our School Improvement Plan, please refer to this document for further details.

Reviewed September 2019

R Holden

Next Review September 2021