

Maths is taught in accordance with the National Curriculum and Foundation Stage Early Learning Goals. Staff are encouraged to use cross curricular links wherever possible.

Teaching and learning

From year 1 upwards Staff will plan from the Long Term Plan devised by the maths coordinator.

Maths will last for 1 hour every day (or 5 x 1 hour slots at least) in the weekly timetable. Staff will assess 4 times through an academic year (results recorded on integris).

This assessment will be based on National curriculum objectives and will use Assertive Mentoring/CGP/Sample papers from gov.uk (see maths coordinator for assessment timetable) papers to inform the assessment process. Teachers will monitor the progress of children from assessment to assessment and discuss at Pupil Progress meetings. Interventions and special help will be put in place for children not making progress.

Teachers will include an investigation or real life problem style mathematics lesson each week.

We are a numicon school and all children should be familiar with numicon from EYFS so it can support children's learning.



Maths Policy

Aims:

At Mill Lane Primary School, we aim to:

- Foster an understanding of maths skills in order for children to apply these skills in everyday life situations.
- Develop the mental and written skills of each child to their highest level.
- Produce confident children able to understand and use appropriately the variety of strategies available to them.
- Encourage independent learning and ownership of learning.
- Provide children with the opportunity to work individually and collaboratively.
- Create a stimulating environment in which maths is valued and celebrated.
- Embed maths across the whole curriculum where applicable
- Enjoy a diverse and enriched curriculum.

The use of ICT

Opportunities to use ICT to support teaching and learning in Maths will be planned for and used as appropriate.

Targets

Children will have individual maths targets. These can be found in the front of children's maths books. Targets will be changed as children achieve their current target.

Children will be given 1 or 2 minutes at the beginning of every maths lesson to practise independently, reflecting on their target and/or their written feedback.

There will be a whole school target should analysis indicate a general area for improvement

Inclusion:

We aim to provide for all children so that they achieve as highly as they can in maths according to their individual abilities. We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Role of the subject leader

- Ensure teachers have secure subject knowledge of maths.
- Ensure maths resources are adequate and accessible
- Ensure initiatives and information are disseminated to staff
- Ensure methods of assessment, recording and reporting are effective and in line with school practice
- Ensure the maths policy, calculation policy and guidance are updated
- Ensure they are the lead professionals in monitoring and exemplifying standards and practices
- Evaluate the teaching and learning in the school and use this analysis to identify effective practice and areas for improvement
- Attend BBEST partnership and Kirklees network meetings to ensure Mill Lane is up to date with maths.
- Undertake books/work and planning scrutiny and lead 6 staff meetings per year -3 for feedback on scrutiny and 3 for moderation of grades- which will include staff training.

Role of the headteacher

- Oversee monitoring and evaluation procedures
- Provide support for the subject leader
- Be accountable to governors so that they can fulfil their monitoring role

Parent/carers

Parents will receive a parents' summary of the school's calculation policy every Autumn term.

Parents' workshops will be offered once per academic year.

Reviewed by staff:

February 2016

Reviewed and ratified by governors:

March 2016

Next review date:

March 2018 (or as needed)

