

**St Laurence’s Catholic Primary School**

**Policy Statement**

**for**

**Mathematics**

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| This policy was reviewed: |  |
| By name: |  |
| Position: |  |
| Signature: |  |

**Our Mission Statement**

**1. We aim to celebrate our partnership with the families we serve and the community we live in.**

**2. We aim to provide an education that enables each child to reach their full potential.**

**3. Our aim is the creation of an atmosphere where all are valued, gifts and talents are celebrated and the gospel values of love, respect and justice are at the heart of all we do.**

**Our Vision**

Everyone feels a sense of belonging,

Has the opportunity to shine,

To enjoy their teaching and learning

But most of all – to dream big!

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**Policy Statement for Mathematics**

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at St Laurence’s Catholic Primary School. The school’s policy for mathematics is based on the National Curriculum document 2014 for Mathematics. The policy will be reviewed and updated by staff and the Governing Body in September 2024

This policy needs to be read alongside other school policies including:

* Homework policy
* Early Years Foundation Stage policy
* SEND policy
* Calculation Policies

This policy also should be read alongside the new National Curriculum in England (published September 2014) and other documents from the Standards and testing Agency.

Our Curriculum overviews, medium and short term planning can help support this policy, as will a look at these relevant schemes of work and documents:

* Power Maths (scheme)
* Mastering Number (scheme)
* Vocabulary Lists (Power Maths)

**St Laurence’s Mathematics Policy**

**Rationale**

The purpose of this policy is to ensure that St Laurence’s Maths curriculum enables all children to become confident and competent mathematicians so that they can use their knowledge to make sense of the world around them and recognise that maths is essential to everyday life. It is our belief that children should view maths as an interconnected subject so that they are able to use and apply their existing knowledge to new situations, moving confidently and fluently between different representations of mathematical ideas as excited mathematicians.

**Aims**

We aim for all children to be able to:

* Develop competence and confidence with numbers and the number system
* Become fluent in mathematics through varied practice
* Recall and apply mathematical facts rapidly and accurately
* Solve increasingly complex problems through decision making and reasoning in a variety of contexts
* Make rich connections across mathematical ideas
* Recognise the importance of Mathematics in the wider world
* Use their Mathematical skills and knowledge confidently in their lives in a range of different contexts

**Organisation of the Curriculum**

At St Laurence’s we use a mastery approach to teaching Mathematics. To ensure whole consistency and progression at St Laurence’s we use the DfE approved ‘Power Maths’ scheme (White Rose Edition) supplemented by the White Rose scheme of work from Year 1 to Year 6. These schemes are fully aligned. Both schemes of work break concepts down into small, progressive steps that are built upon daily. Power Maths lessons are taught daily. Reception use Mastering Number as their main scheme of work supported by Power Maths.

**Power Maths**

Power Maths follow a concrete, pictorial, abstract approach to teaching Maths as this develops a deep and sustainable understanding of Mathematics.

The Maths lesson follows a five-part structure.

* **Discover** – Children are introduced to a Mathematical problem in a real-life context and given time to investigate possible solutions to the problem. This is designed to prompt discussion and mathematical talk.
* **Share** – Ideas from the discover session are shared with the class and methods for solving the problem are discussed. Children share solutions using mathematical vocabulary, pictures, calculations and concrete resources where appropriate.
* **Think Together** – This section of the lesson deepens the concept being taught and allows children to apply their learning in different contexts, securing understanding. Children build their independence during this part of the lesson.
* **Practice** – During this part of the lesson children develop their independence developing their fluency, understanding and confidence.
* **Reflect –** Children reflect on their learning and consolidate their understanding together. This section can be recorded formally in Power Maths books or used as a tool for discussion.

Power Maths is used flexibly at St Laurence’s with teachers using their professional judgement to decide on the speed at which the class moves forward. A Power Maths session may take longer than one lesson and teachers will ensure that children understand a concept fully before moving on. This is crucial to developing a deep and secure understanding of Mathematics.

**Fluency**

Each Maths lesson will begin with prior learning question to ensure key facts and concepts are retained over time.

Additional fluency sessions will take place outside of the daily Maths lesson to build automaticity. These sessions will consist of ten minutes a day four days a week and follow the whole school fluency plan. Children will also have a basic skills session once a week (from Year 2) in order to revisit prior learning and ensure knowledge is retained over time.

In Early Years and Key Stage 1 children will follow the mastering number programme to develop number sense and fluency. Year 4 and Year 5 will also follow Mastering Number with a focus on Times Tables.

**Vocabulary**

Clear and consistent Maths vocabulary is key. It allows children to extend and develop their reasoning skills as they explain and justify their thinking. Appropriate use of mathematical language is essential for developing an argument or proof. At St. Laurence’s we use vocabulary maps from Power Maths to ensure consistent use of mathematical terms throughout the school. These maps highlight new vocabulary for each unit taught and also previously taught vocabulary that will be referred to in the unit.

**How we work in Early Years:**

In Early Years, Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space, and measures. Numbers are shown in context so that they are real and meaningful to children and children are provided with real life Maths experiences. We encourage children to spot patterns across the early years curriculum and make their own patterns. We provide opportunities for children to develop their understanding of space shape and measure through play with the use of practical resources. Learning through play is encouraged and children will engage in adult led and independent Maths activities. In Reception, we use Mastering Number and Power Maths to support the teaching of Maths in Reception. Teaching in Reception builds on learning from Nursery as children progress towards achieving early learning goals in Mathematics.

**Homework:**

(Also refer to homework policy)

* Children are set a weekly homework task in order to strengthen their learning in Mathematics; it could either be a mental activity or a written activity, or both depending upon which year group. Foundation stage however, set homework at their own discretion.
* Times tables are also sent home for each child from Years 2 to Years 6. The children will learn the times tables for their year groups as identified in the National Curriculum.

**Links between mathematics and other subjects:**

Mathematics contributes to many subjects within the New Primary Curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real context. We also have Maths themes attached to each half term where children will complete work focusing on the Maths theme. The themes promote the enjoyment and enrichment of Mathematics and enable children to relate what they are learning in the classroom to the real world.

The Maths themes are as follows:

Autumn 1 Maths through games and play

Autumn 2 Cross curricular Maths

Spring 1 Teaching Maths through story

Spring 2 Maths in real life

Summer 1 Active Maths

Summer 2 Outdoor Maths

**How we cater for ‘all’ pupils:**

The daily mathematics lesson is appropriate for all pupils. At St Laurence’s we use a mastery approach to teaching Maths. Teaching Maths mastery offers all pupils access to the full Maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils. For some children, additional support may be necessary to understand concepts. These children will be identified in Maths lessons and support provided as necessary through the use of manipulatives, adult support or intervention. Maths lessons will provide greater depth questions in the form of open ended challenge questions to enable children to reach the highest levels of understanding.

**Pupils with Special Educational Needs:**

Teachers will aim to include all pupils fully into their daily maths lessons. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. However, a pupil who experiences difficulties, will be given extra opportunities for re-enforcement and consolidation through targeted intervention and receive extra support from the class teacher or from a Teaching Assistant. Teachers will use PPPs to ensure children meet targets set and are provided with opportunities to secure these objectives.

**Resources:**

Each classroom is resourced with appropriate equipment for the daily mathematical lesson.

The Maths Lead has a bank of resources which are replaced or renewed when necessary. These are kept in a central location.

**Assessment:**

Assessment is used to guide the progress of individual children in Maths. It involves identifying each child’s attainment, determining what each child has learnt. Assessments also provide the teacher with an overview of class performance. It identifies the gaps in teaching and learning which will then inform planning. Teachers will use these assessments to review planning and to focus on closing gaps in learning identified by the assessments. They also provide an indication of the children/groups who may need extension or need intervention.

**Early Years Foundation Stage Assessment**:

At St Laurence’s assessment plays an important part, as it helps parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment takes place within our Foundation Stage as this is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, our practitioners respond to their own day-to-day observations about children’s progress and observations that parents and carers share. Parents and/or carers are kept up-to-date with their child’s progress and development through tapestry.

**Years 1-6:** Assessment will take place at three connected levels: short- term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Short-term assessments** are carried out informally by teachers in the course of their teaching. This will check the children’s understanding and give information, which will help to adjust day-to-day lesson plans.

**Medium-term assessments** will take place termly and will assess the key objectives. The outcomes are recorded and shared with the Maths Lead for analysis. Termly assessments will be used to update our assessment system as an ongoing tool for tracking progress and attainment and as a means to identifying and closing gaps in learning.

**Long-term assessments** will take place towards the end of the school year to assess and review pupils’ progress and attainment. These will be made through compulsory National Curriculum Mathematics Tests (SAT’s) for pupils in Year 6, times tables check in Year 4 and Optional NFER tests for pupils in Years 1, 2, 3, 4 and 5. All assessments will then be used to report accurate information to parents and the child’s next teacher.

**The role of the Mathematics co-ordinator is to:**

* Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Maths throughout the school;
* Ensure that termly assessments are taking place within each year group;
* Analyse maths data and measure the progress and attainment of all children. This happens through regular pupil progress meetings with class teacher(s) to ensure that gaps in the children’s knowledge and understanding are being closed and that the children are therefore reaching their full potential.
* Support colleagues in their planning and delivery of lessons.
* Take responsibility for the purchase, allocation and organisation of resources;
* Keep up to date with developments in Maths education and disseminate information to colleagues as appropriate.

**This Policy will be reviewed September 2024**