

Mission Statement

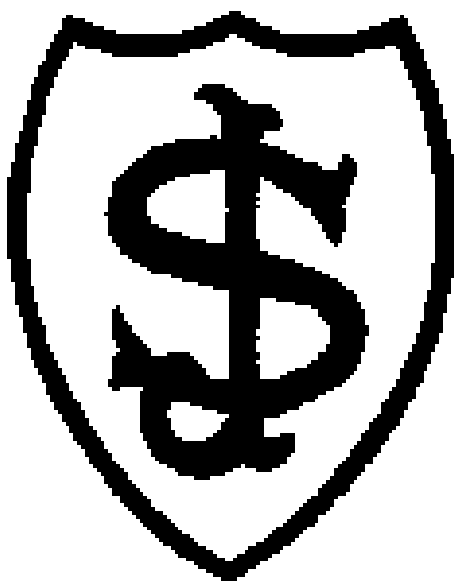
***“learning, growing, belonging...
happy together in God’s family”***

St Joseph’s is a school community where we:

- promote Christian values of love, care and respect
- equip our children with the tools of learning and help them to achieve their maximum potential
- create an atmosphere of faith in which we share and celebrate our Catholic beliefs
- work in partnership with the children, their families and the parish
- provide a happy and safe environment in which all members of the school community feel valued
- develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

St Joseph's Catholic Primary School

Maths Policy



Version	Date	Action
1	2013	
2	March 2017	Updated Maths Coordinator
3	September 2019	Updated Maths Coordinator
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5		

Mathematics is necessary to help children make sense of the world in which they live. It provides a means of communication which is powerful, concise and unambiguous. It gives children the opportunity to represent, to analyse, to explain and to predict. Mathematics is an important tool which is necessary for adult life.

Mathematics also goes beyond being an essential life skill. It is a way of teaching flexibility, initiative, accuracy and systematic logical thinking. It should be a source of interest and fun.

Aims

Our Mathematics teaching should reflect the three core aims of the National Curriculum:

- To ensure that all children become fluent in the fundamentals of mathematics. This includes varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and efficiently.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We aim to provide a mathematics curriculum which promotes a positive and lively approach towards mathematics, with children developing independence, resilience and resourcefulness. We also aim to provide an environment and resources which enables all children to reach their potential.

The Teaching of Mathematics

The key principles of our teaching are:

- dedicated mathematics lessons every day
- Morning maths activities to consolidate learning and encourage reasoning and problem solving
- direct teaching and interactive work with the whole class and groups both in and outside of daily mathematics lessons
- an emphasis on mental calculation
- differentiation, with the aim that all children will master the ARE
- a commitment to providing opportunities for children to develop their problem solving and reasoning skills

Maths Lessons

Daily mathematics lessons should include the following elements:

- Each lesson should engage the children with a question or problem
- There should be a clear objective which is shared with the children

- The structure of each lesson may vary so that each child is challenged and supported at an appropriate level.
- Each lesson should provide the opportunity for collaboration (in pairs, groups or as a class)
- Accurate mathematical vocabulary should be used throughout the lesson
- There should be evidence of fluency, reasoning and problem solving throughout.

Planning

We are currently following the White Rose small steps. Annotated white rose or other sheets show the objectives for what is to be taught each day and details of activities, organisation and differentiation.

Assessment

Teachers make continuous daily assessments during their mathematics lessons and these should be recorded, along with evidence where appropriate, on Classroom Monitor

Formal assessments take place 3 times a year:

- Year 2 and 6 using end of year tests
- Years 1-5 using White Rose assessments

Reporting

- There are three parents' evenings each year when parents are welcomed into school to discuss the progress of their children and any concerns they may have.
- End of Year expectations for each year group are posted on the school website for parents/carers to view.
- A yearly written report is prepared for parents indicating whether their child has met the expected standard for their year group. For children in Years Two and Six National Curriculum tests results are also stated.

Monitoring Mathematics

The subject leader reports to the Senior Leadership team on a termly basis. Learning, books, planning and assessment results are monitored clearly and next steps are then reflected in the action plan.

Equal Opportunities

All children regardless of race, gender or ability should have the opportunity to develop their proficiency in numeracy. We endeavour to ensure that all children have equal access to the mathematics curriculum and that all children are given equal opportunities and that wherever possible resources are appropriate and relevant to the needs of the child.

Pupils with Special Educational Needs

Learning in Mathematics is differentiated by the teachers so that all children can be included, supported and challenged by the activities provided. For some children

individual Maths targets are identified on an IEP and activities and support are planned which help children achieve their targets.

Updating

It is the role of the mathematics leader, in consultation with the headteacher and staff to monitor the effectiveness of this policy. It should therefore, be reviewed and updated regularly.