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**Maths Policy**

**2022-2023**

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| **Our Light Shines Always**  **We want the best teaching, the best opportunities and the best support and encouragement for every child. We are a friendly, happy, Catholic school, where everyone is valued for their individuality and special gifts.** |

**Named personnel with designated responsibility for Maths:**

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| **Academic year** | **Designated Lead** | **Chair of Governors** | **Review Dates** |
| 2020-2021 | Stephanie Elliott | Christine Baker | September 2021 |
| 2021-2022 | Stephanie Elliott | Christine Baker | September 2022 |
| 2022-2023 | Stephanie Elliott | Christine Baker | September 2023 |

**Safeguarding Statement:**

At Our Lady & St. Anne’s Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne’s Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

**Statement of School Beliefs:**

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind, we endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them.

The National Curriculum for Mathematics (2014) describes in detail what pupils must learn in each year group. Combined with our Calculation Policy, this ensures continuity, progression and high expectations for attainment in mathematics.

At Our Lady and St Anne’s, we use the National Curriculum for Mathematics (2014) as the basis of our Mathematics programme, supported by the Abacus toolkit. In Key Stage 1 and 2, Key Skills Tests will be used in small groups to support mastery of the basic skills. These will be used to addresses common group misconceptions.

We are committed to ensuring that all pupils achieve mastery in the key concepts of Mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education.

Assessment for Learning, an emphasis on investigation, problem solving, the development of mathematical thinking and vocabulary, and development of teacher subject knowledge are therefore essential components of our approach to this subject.

**Aims and purpose**

* To foster a positive attitude to mathematics as an interesting and attractive part of the curriculum.
* To develop the ability to think clearly and logically, with confidence, flexibility and independence of thought.
* To develop a deeper understanding of mathematics through a process of enquiry and investigation.
* To develop the ability to apply knowledge, skills and ideas in real life contexts outside the classroom, and become aware of the uses of mathematics in the wider world.
* To develop the ability to use mathematics as a means of communicating
* ideas.
* To develop an ability and inclination to work both alone and co-operatively to solve mathematical problems.
* To develop personal qualities such as perseverance, independent thinking, cooperation and self -confidence through a sense of achievement and success.

**Principles of Teaching and Learning**

The school uses a variety of teaching and learning styles in Mathematics lessons during each lesson. We differentiate in ways which suit the needs of all our children, offering challenge to every pupil regardless of their ability.

To provide adequate time for developing mathematics, Maths is taught throughout the week in discrete Maths lessons. However, these skills are applied across the curriculum where appropriate to develop our children’s depth of mathematical skills.

**Our teachers strive to:**

* + develop children’s independence
  + allow all children to experience regular success
  + use practical approaches to mathematics (through various resources, models and images)
  + encourage children to independently select resources to help them
  + challenge children of all abilities
  + encourage children to enjoy mathematics
  + allow children to ask questions as well as answer them.
  + develop a child’s understanding of mathematical language in both written and spoken uses
  + develop their own teaching through CPD, regular professional conversations and observation

**Our pupils strive to:**

* + have a well-developed sense of the size of a number and where it fits into the number system (place value)
  + know by heart number facts such as number bonds, multiplication tables, doubles and halves
  + calculate accurately and efficiently, both mentally and using standard written methods, drawing on a range of calculation strategies
  + make sense of number problems, including non-routine/’real’ problems and identify the operations needed to solve them
  + explain their methods and reasoning, using correct mathematical terms
  + judge whether their answers are reasonable and have strategies for checking them where necessary
  + suggest suitable units for measuring and make sensible estimates of measurements
  + explain and make predictions from the numbers in graphs, diagrams, charts and tables
  + develop spatial awareness and an understanding of the properties of 2D and 3D shapes.

**Maths Curriculum Planning**

It is the class teacher who completes the daily plans for the teaching of Mathematics. These daily plans identify the specific learning goal for each session and give details of how the sessions are to be taught.

**Assessment**

This section details the various assessment methods and practices used at Our Lady and St Anne’s Catholic Primary School through which we ensure that children are making appropriate progress and that the activities they take part in are suitably matched to their ability and level of development. Regular pupil progress meetings help us to monitor every child’s attainment and rate of progress. From this, we may organise additional support to narrow gaps or provide greater challenge.

**Formative Assessment - monitoring children’s learning**

Assessment is an integral and continuous part of the teaching and learning process at Our Lady and St Anne’s Catholic Primary and much of it is done informally as part of each teacher’s day to day work.

Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning goals, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Findings from these types of assessment are used to inform future planning.

**Summative Assessment**

More formal methods are used to determine the levels of achievement of children at various times during the school year. This includes a termly assessment delivered to all children, with results used to inform teachers’ planning and subsequent intervention.

We use formal assessments as a way of recording children’s progress in objectives covered across specific topics. Teachers use our own assessment on an on-going basis to record progress and to identify next steps for learning in mathematics. Pupils' achievement is recorded using Working Towards the Expected Standard (WTS), Working at the Expected Standard (EXS) and Working at Greater Depth Standard (GDS).

Formal assessment is used at the end of Key Stages (Year 2 and Year 6), and these are formally recorded.

**Early Years Foundation Stage (EYFS)**

We follow EYFS curriculum guidance for Mathematics. However, we are committed to ensuring the confident development of number sense and put emphasis on mastery of key early concepts. Pupils explore the ‘story’ of numbers to twenty and the development of models and images for numbers as a solid foundation for further progress.

**Role of the Subject Leader**

* Ensures teachers understand the requirements of the National Curriculum and helps them to plan lessons.
* Leads by example by setting high standards in their own teaching.
* Prepares, organises and leads CPD and joint professional development.
* Works with the SENCO and SLT.
* Observes colleagues with a view to identifying the support they need.
* Monitors and evaluates mathematics provision in the school by conducting
* regular work and planning scrutinies.
* Feeds back to governors in annual reports on progress and attainment.
* Reviews the progress and attainment of children in each class with the class teacher in termly pupil progress meetings.

**Staff Continued Professional Development (CPD)**

All staff should take part in professional development to ensure secure subject knowledge and high-quality teaching are part of their teaching of Mathematics. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either Maths lead, or through other agencies (such as the Great North Maths Hub, or National College)

Sustaining high quality CPD to ensure sustainability of high-quality teaching and learning is a high priority for Our Lady & St. Anne’s.

**Moderating and review**

Moderating of the standards of children’s work and of the quality teaching in Mathematics is the responsibility of the Mathematics subject leader alongside members of the Senior Leadership Team. The work of the Mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed annually.