



# Mountford Manor Mathematics Policy

## September 2017

### **Introduction**

At Mountford Manor Primary School, we recognise the importance of Mathematics both as a medium for logical reasoning and abstract thinking across the curriculum, and as a subject in its own right. It is a core subject within the National Curriculum and a pre-requisite for educational and social progress, and therefore is given high priority in the school. We aim for all of our children to be given the opportunity to develop as mathematicians no matter where their starting point is and regardless of gender, race, or culture.

We aim to ensure that the statutory requirements of the National Curriculum 2014 are met, including the aims to:

- to become fluent in the fundamentals of mathematics
- reason mathematically
- solve problems

### **Teaching and Learning Style**

At Mountford Manor Primary School, we have adopted the Mastery approach for teaching and learning maths. This means that the vast majority of children will be taught the skills from the National Curriculum for their year group. The curriculum has been split into six terms and each unit of work will be taught for longer enabling the children to learn for longer and delve deeper into each concept.

Within a lesson, children will complete a number of tasks under the headings “do it”, “secure it” and “deepen it”. These are represented by symbols alongside the Learning Objective for the lesson. It is expected that the majority of the class will achieve their age related expectations as outlined in the National Curriculum.

The school uses a variety of teaching and learning styles within mathematics lessons. Our principle aim is to develop children’s knowledge, skill and understanding in mathematics. We do this through daily lessons. They have the opportunity to use a wide range of resources appropriate to their

ability and needs to support their learning. We challenge the children to take ownership of their own learning by giving them challenges related to the learning objective. We use Teaching Assistants to support targeted children to ensure that they are given the opportunity to be successful within a lesson. Some children also take part in mathematics intervention programmes to further support the key skills required so they are more able to access the learning in daily lessons.

Working walls are used within classrooms to aid teaching and learning. They are updated regularly, make reference to previous learning, give examples of methods currently being taught, and may challenge the children further through questions and challenges.

### **Planning, assessment and recording**

Teachers use a variety of schemes of work to aid their planning, examples of these include White Rose Hub, Kangaroo Maths and Arithmekit. Work is planned to suit the needs and abilities of the class at a relevant pace.

We assess children's work in mathematics to develop learning and pupils will be continuously assessed using a variety of strategies – observation, questioning, marking in accordance with our marking policy, and short formal assessments at the end of topic.

We undertake formal written assessments towards the end of the school year and use these to assess progress against school and national targets. We use the national SATs tests for children in Year 2 and Year 6. In Early Years, children are assessed against the EYFS and children are regularly assessed through both independent work and adult focus activities

Clare Dyer

Mathematics Subject Leader

3<sup>rd</sup> September 2017