



Penrhyn CiW School

Mathematics and numeracy Policy

'Together Stronger Learning with Confidence'

Updated		
Reviewed	06/03/23	
Signed:		
	Chair of the Governors	Head Teacher



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In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

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At Penrhyn CiW School we plan opportunities for the Mathematics and Numeracy AoLE.

AoLE Aims:

- Be positive and have a confident attitude towards mathematics
- Have a sound recall of number bonds, number facts, times tables, inverse operations for each stage of their development throughout St Florence CiW School
- To transfer mathematical skills to a variety of contexts and everyday situations
- To identify the appropriate steps and information needed to complete the task or reach a solution
- To select appropriate strategies and techniques to use
- To select and use suitable instruments and units of measurement
- To choose appropriate mental or written strategies and know when it is appropriate to use a calculator
- To estimate and visualise size when measuring and use the correct units
- To explain results and procedures clearly using mathematical language
- To refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready
- To select and construct appropriate charts, diagrams and graphs with suitable scales
- To recognise, and generalise in words, patterns that arise in numerical, spatial or practical situations
- To select from an increasing range of checking strategies to decide if answers are reasonable
- To visualise and describe shapes, movements and transformations
- In addition to these aims, the following more specific objectives have been identified as good practice and form the backbone of our approach to Mathematics and Numeracy teaching throughout the school.
- To develop an increasing range of mathematical vocabulary

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Work needs:

- To be relevant to the age and ability of the child in line with the new curriculum
- To enrich children's key skills in mathematics and numeracy
- To ensure continuity and progression across year groups
- To ensure every child feels they can achieve

The strategies for the teaching of Mathematics and Numeracy at St Florence CiW School are:

- A dedicated daily mathematics lesson which outlines the lesson objective to the children following White Rose Maths and the Abacus scheme of work reception through to Year 6.
- In addition, pupils use J2e, JiT and Mathletics to further develop mental maths fluency.
- Reasoning skills are taught throughout White Rose Maths scheme with staff including additional reasoning and problem solving activities using their professional judgement.
- A lesson organised into an oral/mental session, a direct teaching session, which uses mini plenaries throughout to reinforce learning and progress
- Lessons that make use of strategies to move children from concrete learning; to visual to abstract when they are developmentally ready.
- Controlled differentiation with all pupils engaged in mathematics relating to a common theme, which always refers back to the progression steps
- A variety of individual, paired and group directed activities, when required
- To use enhanced provision and skills time across both phases to provide numeracy led challenges at an appropriate level
- To work in small groups into focus on their Mathematical development, whilst having numeracy rich challenges in other learning areas of the classroom
- To provide the children with choice of equipment, methods and tasks where appropriate
- To give each pupil the opportunity to reason and explain orally, using correct mathematical terms

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The effective use of classroom assistants and helpers to work with individuals or small groups on certain activities to scaffold and extend learning

- The use of I.C.T. to support the key skills taught when appropriate- especially databases and spreadsheets.
- Regular reasoning and problem solving work in real life situations
- The use of mathematical key skills across the curriculum through topic work
- Homework that reinforces and consolidates the skills learnt in school
- The effective use of open and closed questioning so the child learns through interactive teaching

Subject Leader's Role

It is the responsibility of the maths leader and teachers to:

- Monitor standards of achievement, quality of learning in the subject of Mathematics and Numeracy through; analysing planning, monitoring books, listening to learners and through lesson observations.
- Analyse and set targets from pupil tracking data using Taith360
- Review the Policy and Resources on an annual basis. The review will inform any subsequent change.
- Be responsible for the development, evaluation and review of policy guidelines
- Lead and communicate with the school team effectively
- Support and encourage individuals in the development of their curriculum area
- Identify staff training needs in their subject
- Assist staff and Head teacher in identifying and prioritising needs
- Support staff in their planning of subject
- Provide exemplar material/lessons to support staff
- Review annually the development of staff and subject



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The subject leader must ensure that all staff:

- Deliver the curriculum following the guidelines contained in this document
- Plan and evaluate lessons effectively
- Look after and use all available resources to enhance the experiences for all children

Resources:

- Each class is self-sufficient with Mathematical equipment, resources and supporting materials to aid planning
- Class teachers are responsible for the care and upkeep of resources within their class
- The class teacher is responsible for the ordering of resources, to be approved by the head teacher

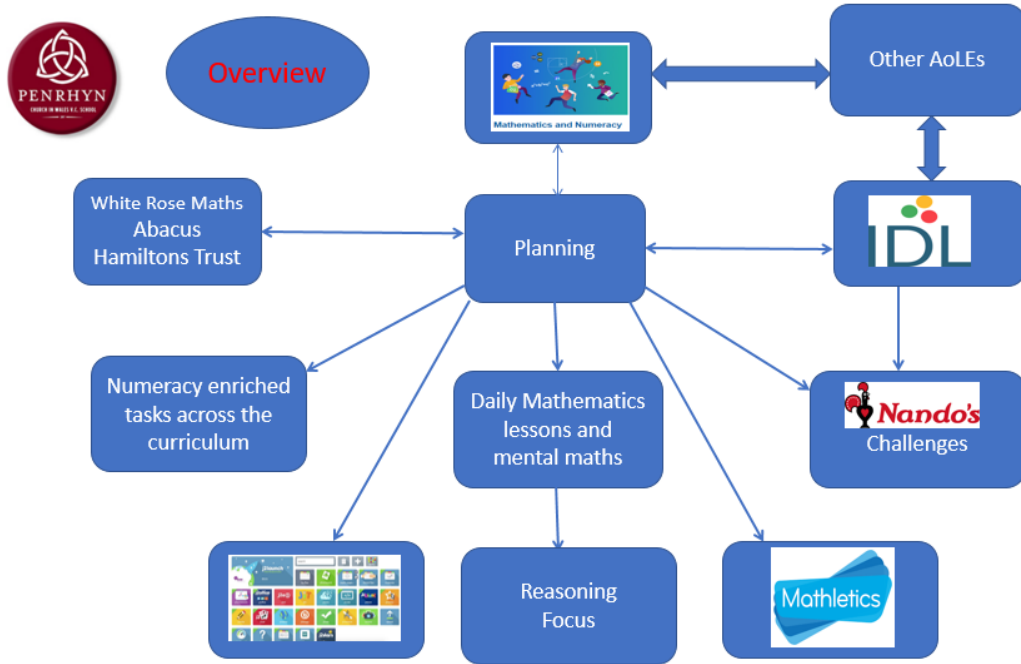
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