



[www.emmausfederation.co.uk](http://www.emmausfederation.co.uk)

## Mathematics Policy

### Curriculum Statement

This policy document sets out the school aims, principles and strategies for the delivery of Mathematics within the Federation

### Aims

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through 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 accurately.
- **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.

### Teaching and Learning

Mathematics is taught according to the objectives of the National Curriculum in accordance with the new Calculation policy.

Weekly lesson plans include:-

- a) The objectives and activity for the Mental/Oral starter.
- b) The Learning Objective of the lesson to be taught.
- c) The Main Teaching Activity to be covered during the Mathematics lesson.
- d) Differentiated Activities, including resources, allowing all children to achieve the learning objective at their own level of understanding
- e) Any particular provision made for those on the extremes of the ability range represented
- f) The deployment and objectives of all support staff
- g) How the learning will be supported by the use of ICT
- h) The objectives and activity for the plenary

The weekly plan will demonstrate:-

- a) a predicted progression in children's learning
- b) a range of teaching and learning strategies being employed
- c) Opportunities for recap and revision
- d) Equality of opportunity for all.

### **Spoken language**

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

### **Cross Curricular Links**

Teachers are encouraged to apply and develop children's mathematical understanding by exploring mathematical concepts through the study of other curricular areas. Aspects of other core and foundation subject areas may be linked with mathematics where appropriate and where it is considered beneficial to pupil understanding and achievement.

### **Support Staff**

Support Staff are deployed by the Head of School and Inclusion Manager. The Class Teacher defines their role and activities within the class to best promote pupil attainment. This should include leading teaching for groups, supporting the work of individuals or assessing pupil achievement and attainment.

### **Transfer between class groups**

In preparation for transfer between classes, all previous assessment data and records are passed from one teaching team to the next. At the start of the Summer Term the relinquishing teacher meets with the new teaching team to review each child in data and pass on key information regarding performance and temperament.

### **Transfer to Higher Education**

On transfer to High School all records of pupil achievement and attainment are passed to the receiving setting. The class teacher meets with a staff representative of the setting to discuss each child in detail.

### **Assessment Recording and Reporting.**

On entering the Federation children will be observed at work and play in order to make an entry assessment of what they already know and can do. Reception Baseline Assessment scores are used to establish a measure of assessment of individual ability

Throughout the year staff continue to monitor children's progress in order to

plan purposeful and appropriate activities to support them in the next steps in their learning.

By the end of the Reception year an EYFS profile report will be completed for each child which sums up their progress and learning needs at the end of the Foundation Stage. The EYFS profile report is based on ongoing observations and assessments over the 7 learning areas within the Foundation Stage Curriculum. Each child's typical developments and achievements will be recorded and assessed against the development matters Ages and Stages. Completed Profiles will be used as part of our annual report to parents. The numerical results are collected by the LA as they are required as statutory assessment at the end of the Foundation Stage.

Formal summative assessment of all pupils takes place on an ongoing basis throughout the academic year using AWL tracker sheets to guide teachers practice. The data is analysed termly using ITrack to identify cohort and individual pupil performance over time in comparison to expected standards and knowledge and understanding of specific aspects of mathematical understanding.

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement.

Parents are informed of their pupil's performance formally through parent-teacher consultation evenings and through the annual written statement on their child's progress about mathematics during the summer term. However, the school operates an open door policy to discuss children's progress.

### **Provision for children with special educational needs**

Teaching and Learning for children with SEND Support and EHCP is managed through Pupil Progress meetings and the Pupil Provision map. Work of an appropriate level is administered with support to ensure good or better progress. Intervention of withdrawal groups may be established in the short or long term using materials for support.

Teaching and learning for children on SEND and EHCPs will be managed in accordance with the advice provided by specialist outside agencies.

### **Provision for children recognised on our Gifted and Talented Register**

Teaching and Learning for children with recognised Gifts and Talents is managed through enrichment activities, through the provision of additional learning opportunities of an appropriate level of challenge.

These may include:

- Accessing work using objectives from academic groups in advance of their age.
- Using established knowledge to develop their problem solving and knowledge application abilities
- Being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.

## **Equal Opportunities**

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

## **Monitoring, Review and Development**

School performance in Mathematics is being constantly monitored and reviewed by the following means:-

- monitoring of planning
- Classroom observation
- Scrutiny of children's work
- Work sampling and moderation
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical understanding
- Action plans linked to the School Development Plan
- Lesson studies

Opportunities for improvement in provision are identified in the School Improvement and Development Plan.

Signed:

Claire Collett  
Executive Headteacher

Ros Blowers  
Chair of Governor