The Flying Bull Academy

Mathematics Policy

Introduction

At The Flying Bull Academy (the Academy) we strive for all our pupils to value Mathematics since the skills learned through the subject has and will continue to play a major role in modern society.

- We strive for them to develop fluency, reasoning and problem solving
- We aim for them to work individually, and collaboratively to make connections within mathematics and to develop lively and inquisitive minds

Curriculum Organisation

At the Academy, the National Curriculum for Mathematics forms the basis of our long, medium and short term plans. Links are made to the other subjects within the curriculum which are outlined in teachers' planning. The short term weekly plan is used to indicate the learning objectives (taken from the Chris Quigley Essentials curriculum) being taught within a specified context, key vocabulary, resources, strategies being practised, main teaching activities (including the roles of additional adults), specific requirements for individual children (where appropriate) and plenary. Where Maths No Problem planning is used, teachers will interpret the planning to ensure the best outcomes for their children with reference to the relevant resources on the teachers planning.

CLIC Big Maths is used in upper Key Stage 2 to improve fundamental mental and written strategies when working with number. A daily CLIC element is incorporated throughout all year groups.

Teaching Approaches

Our Written and Mental Calculation Strategy Booklet enables all adults and parents in the school to provide a consistent approach to mathematics. It is a resource used alongside teacher planning and available to support our parents to see the calculation strategies taught at The Flying Bull Academy.

Excellent practice will involve children learning in a variety of ways, for example; investigative Mathematics, practical learning, the use of manipulatives, and other experiences to use, apply and gain fluency in mathematical skills. Lessons progress the children's learning based upon the Concrete – Pictoral – Abstract model. This means when children are comfortable with a mathematical concept in one of these domains, they will be encouraged to demonstrate their understanding using an alternative domain to consolidate and deepen their learning. Equally, a learner struggling with a particular concept will be encouraged to use their preferred domain to secure their understanding of a concept first.

Mixed ability learning is encouraged with differentiated outcomes which focuses on the children's depth of understanding and fluency. Planning allows all children to revisit mathematical content so that they have a secure basic mathematical

understanding. Subsequent planning then allows children to explore the concepts at a greater depth following the teachers' daily assessment of the class, this is annotated on the short term weekly plan.
Bespoke (individual or small group) interventions based on teacher assessment are used to provide additional support to children as required.

Equal Opportunities

We are committed to providing all pupils with an equal entitlement to Mathematics activities and opportunities regardless of race, gender or culture. See The Equality Policy for more details.

Assessment and Monitoring

Teachers will continually assess and amend their teaching and planning to ensure the progress of the children in their classes. Following assessment, teachers will feedback to the children so that they are supported and challenged appropriately. Formative assessment, which will be seen through the learning journeys in the books, will inform the teacher's assessment of the children's Depth of Learning in the subject. Teachers will assess children's understanding against the milestones detailed in the Chris Quigley Essentials Curriculum. In addition, Years 2 and 6 teachers will assess against the national Key Stage Frameworks. Year 4 teachers will administer the Multiplication Tables check from 2019.

Teachers are encouraged to moderate their judgement in their phase groups. To encourage consistency, teachers will regularly discuss their assessments with other teachers, including the Subject Leaders, the SENDCO and the Deputy Headteacher.
Teaching and Learning Reviews will focus on the quality of the learning experience for the children in Mathematics across the Academy. The Mathematics Subject Leaders will further monitor classroom teaching and learning by conducting a subject audit on an annual basis with further monitoring activities throughout the year. This will be overseen by the Deputy Headteacher. Findings from both the Teaching and Learning review and the subject audits will be fed back to the SMT and class teachers, with priorities set for future audits and good practice shared throughout the academy.
In order to support continued professional development and excellence in Mathematics across the Academy, the Mathematics Subject Leaders will undertake coaching and mentoring activities within the academy. This will be informed by teachers' individual requirements, subject audits and Teaching and Learning reviews.

Health and Safety

It is the responsibility for individual teachers to carry out a simple risk assessment before any practical activity. Teachers need to take account of both the pupil's and their own health and safety. Identified risks should be recorded on teaching planning and appropriate measures to reduce the risk.

Policy written: June 2018 **Review date:** June 2020