

The Flying Bull Academy

Mathematics Policy

Introduction

At The Flying Bull Primary Academy we strive for all our pupils to value Mathematics because Mathematics and 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 are aiming for them to work individually, or collaboratively to solve problems and make connections within Mathematics.

Curriculum Organisation

At The Flying Bull 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 teacher planning.

The school 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 roles of additional adults) and plenary.

CLIC Big Maths is used across all year groups on a daily basis. This is to improve fundamental mental and written strategies when working with Number, number facts and the number system.

Teaching Approaches

Mixed ability learning is encouraged with differentiated outcomes which **focuses on the children's depth of understanding**. Planning allows all children to revisit mathematical content so that they have a secure basic mathematical understanding in the first place. Subsequent planning then allows children to explore the concepts at a greater depth following the teachers' daily assessment of the children.

Our *Written and Mental Calculation Strategy* Booklet enables all adults and parents/carers in the school to provide a consistent approach to mathematics. It is a resource used alongside teacher planning and available to support our parents/carers with pupil homework.

Excellent practice should involve children learning in a variety of ways for example investigative Mathematics, practical learning and other exercises to use and apply mathematical skills.

Equal Opportunities

We are committed to providing all pupils with an equal entitlement to Mathematics activities and opportunities regardless of race, gender or culture.

Assessment and Monitoring

Teachers will continually assess and amend their teaching and planning to ensure the progress of the children in their class. 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 *Depth of Learning* in the subject. Teachers will assess children's understanding against the milestones detailed in the Chris Quigley *Essentials* Curriculum.

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 SEN Deputy Head and Teaching and Learning Deputy Headteacher.

Teaching and Learning Reviews will focus on Mathematics to ensure the quality of the learning experience for children in the subject across the school. The Mathematics Subject Leaders will further monitor classroom teaching and learning by conducting a subject audit on a termly basis. This will be over-seen by the Teaching and Learning Deputy Headteacher.

Findings from both the Teaching and Learning Review and the termly subject audits will be feedback to the SMT and class teachers with priorities set for future subject audits and good practice shared throughout the academy.

In order to support continued professional development and excellence in Mathematics across the school, the Mathematics subject leaders will undertake targeted coaching and mentoring of all practitioners within the academy. The programme for which will be informed by teacher's 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.

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