

MATHS POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*

“Growing in love, in the spirit of Christ, for the benefit of all”

Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

At St. Joseph's the mathematical curriculum is delivered through a concrete, pictorial, abstract approach. The curriculum is delivered and revisited through an awareness of learning and progress needs of all pupils. The maths curriculum aims to develop resilience, confidence and problem-solving skills of all pupils and provide them with the skills to apply their knowledge to a range of contexts. We aim to teach a balanced, progressive mathematical curriculum to develop mathematically fluent pupils. Strong AfL allows for pupils to be appropriately challenged and supported where necessary. This ensures that all pupils are able to make progress towards the end of year expectations. All pupils to have the opportunity to apply their learning through a range of fluency, reasoning and problem-solving contexts.

Implementation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National Curriculum.

At St. Joseph's, the White Rose Scheme of Work is used to teach blocks progressively. Teachers use the White Rose document as a starting point and from this, develop their own questions to ensure that pupils have time to practice and embed learning.

Teachers are expected to take the following strategies into account:

- Small steps progression
- CPA approach
- Use of manipulatives
- Steps to success
- Modelling
- Mathematical vocabulary

- Opportunities for all abilities to access a range of reasoning and problem solving
- Opportunities to explore learning at a 'greater depth'.
- Chat, Check, Challenge

Assessment

Ensuring that teaching is based on an accurate and precise understanding of children's prior knowledge and understanding, is integral to our teaching. At St. Joseph's, pre-learning tasks, containing fluency and reasoning questions, take place at the beginning of each block of teacher. This challenge will then inform precise next steps in learning and also how children are grouped for lessons.

Marking is also used to inform the next steps throughout the unit to ensure progression. Pupils who meet the objective within the lesson will receive a challenge which consists of the next steps in learning. Pupils who do not meet the objective within the lesson will receive an IMPACT group, enabling them to make progress next lesson.

Assessment tasks take place at the end of each block of teaching to show that strong progress has taken place. They assess the learning which has taken place following the pre-learning task.

Cornerstones assessments are used at the end of each term. From this, teachers complete a gap analysis which informs future planning and interventions.

Friday Challenges are used weekly to give pupils the opportunity to revisit previous learning and ensure that learning is retained. Teachers monitor these to ensure that the content of the challenges matches the needs of the class.

Roles and responsibilities:

The subject Coordinator for mathematics at St Joseph's is Amy Marriott

It is the role of the mathematics co-ordinator under the guidance of the Senior leadership team:

- To organise computing within the curriculum and to ensure progression and development.
- To lead / assist with and monitor planning and quality of delivery of the computing curriculum.
- To keep up to date with the developments within computing and carry out staff meetings when required.
- To monitor and update resources and draw up a subject development plan.

Impact

At St. Joseph's, pupils approach maths with confidence and enthusiasm. Pupils enjoy being challenged and moving their learning forwards. Pupils face learning which requires them to apply their prior knowledge within and across units of work. Much of the knowledge developed through the mathematics curriculum equip pupils with experiences which will benefit them in secondary school and later life, as they will develop key skills such as problem solving and logical thinking.

Pupils' approach and response to reasoning and problem solving improve as each term progresses through concise modelling from the class teacher. IMPACT groups are used across school to give extra support to children who need it. The end of year expectation is that all pupils will be able to confidently and accurately solve reasoning and problem solving questions using appropriate mathematical vocabulary.