



Effective Date:
May 2017

Date of minuted approval by the Board of Governors:
19 July 2018, 22 October 2020

Review Committee:
Primary Local Board

Next Review:
October 2022

Owner:
Head of School

Mathematics at Penshurst Primary School is fun, active and real. We endeavour to ensure pupils have the ability to recall number facts quickly and accurately. Our progressive calculation policy gives our pupils confidence when calculating and ensures that progress is not only accelerated but consolidated and secured. This is available on the website. We ensure real life measurements are evident in all learning with regular thematic sessions which allow pupils to develop skills needed for lifelong learning.

We accept that our pupils need superior ICT (Information, Communication and Technology) skills, in order to enable them to compete in the future job market. All Mathematics sessions are enhanced by the use of ICT, using this medium to show understanding and reasoning. With the introduction of the national Maths Curriculum (2014), Penshurst Primary School staff devised an approach to Mathematics that ensures breadth of subject, therefore, pupils spend far longer consolidating their knowledge of process and applying this to a range of problem solving and reasoning activities before moving on to more complex processes.

The Head of School will:

- set high expectations and monitor teaching and learning and the subsequent impact on progress
- encourage a whole school approach keeping parents, Governors and all support staff well informed
- support the Subject Leader and individual teachers
- regularly review the Maths Action Plan with the Subject Leader
- ensure the website (www.hessleacademy.co.uk) is kept up to date with information on where parents can find additional resources and homework help

Governors will:

- be well informed through the leadership of the Head of School and Subject Leader and support the staff in implementing the school's policy for Mathematics; monitor and review progress in Mathematics ensuring the focus on deeper learning and the securing of reasoning and problem-solving skills are evident throughout the school in progress data.

The Subject Leader will:

- lead by example demonstrating a thorough understanding of the subject;

- offer support to teachers in planning, teaching and assessment;
- work alongside the Head of School to monitor and evaluate teaching and progress;
- identify In Service Training Day (INSET) needs, plan and deliver INSET.

Teachers will:

- implement the daily Mathematics lesson, sharing clear learning objectives with the pupils
- use a range of teaching styles to incorporate:
 - direct teaching
 - whole class oral/mental sessions
 - group/paired work;
 - individual work
- use national objectives to aid planning using:
 - yearly objectives and planning grids for medium term plans
 - key objectives for assessment
 - supplement of examples for short term planning and assessment
 - give homework activities in line with the school policy to consolidate and, where necessary, extend the pupil's learning from work completed in class

In the daily Mathematics lesson teachers will:

- share clear learning objectives with the pupils;
- provide daily practice of mental skills including counting, rapid recall, newly learned facts and calculation strategies;
- maintain good pace and use effective questioning; use accurate mathematical vocabulary;
- engage pupils in challenging differentiated activities using a range of resources, including ICT;
- incorporate a greater depth element within all lessons (e.g. problem solving and reasoning)
- make Mathematics real, linking mathematical learning to the pupil's theme, learning and real-life situations

Pupils will be encouraged to:

- enjoy mathematics and see its relevance in real life;
- understand exactly what is expected of them on a day-to-day basis;
- develop mental calculation strategies so that their first reaction to a question is 'can I do that in my head?'
- use mathematical vocabulary with confidence;
- use their knowledge to solve problems, see patterns, make predictions, present information clearly and interpret data;
- give oral/written explanations of their methods understand their current levels and steps required to reach the next target via oral and written feedback;
- use 'We Are Learning To' (WALT's) and 'What I'm looking for' (WILF's) targets to ensure that they
- understand the learning required in each session and can assess their own progress;
- refer to WAGOLL (What A Good One Looks Like) examples to set out their work

Support staff will:

- be included in staff training for mathematics where appropriate;
- have a clear understanding of their role in each part of the lesson;
- share the learning objectives for each lesson and know the key vocabulary to be developed;
- pre-teach and consolidate learning in daily intervention sessions

Parents will be:

- encouraged to develop positive attitudes to mathematics and actively support their children when homework is given
- invited into school to take part in sessions to aid their personal understanding and break down barriers to learning at the parents request

- well informed of their children's progress through termly progress reports, full annual reports,
- and parents' evenings and will be encouraged to support Mathematics initiatives in school.

Transition and Moderation

Annual moderation will take place across the through school to validate the progress and application of learning for children as part of staff development within both the primary and the secondary phase. This will be coordinated between the Director of Maths (HHS) and Subject Leader (PPS) and will usually take place at the end of the Autumn Term.