

Craven Primary Academy Maths policy

Please also see SPTA specific SPTA Employer policy for the management of Learning outside the classroom/off site visits and activities

Dated issued: September 2016
Ratified by EAB on: 26.9.16
Next review date: November 2017

POLICY TITLE	Maths Policy
RATIONALE	At the academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where children become inquisitive problem solvers, efficient calculators and methodical thinkers who are well placed to meet the demands of the modern world.
PURPOSES	At Craven, we believe that people learn best in different ways. At the academy we provide a rich and varied learning environment to ensure all pupils make at least good progress. Maths in an essential skill for leading a happy, healthy and full life.
GUIDELINES	<p>Assessment</p> <ul style="list-style-type: none"> Teachers will, every half term, use the Sheffield STAT assessment grids to assess pupils Maths and identify clear ways forward. <ul style="list-style-type: none"> Children who are failing to meet expected progress are identified from half termly assessments and are discussed with the subject co-ordinator, SENco and class teacher at pupil progress meetings. Assessments are moderated half termly by another member of staff in phase meetings. Termly by the cluster schools or whole staff. Formative assessment takes place on a regular basis throughout the lesson. Children who have not made required progress in lessons are identified for same day intervention to ensure that gaps in knowledge are not widened between individuals, or groups. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. The fundamentals of each year groups mathematics (KPIs) are given priority and. Where possible, are taught at the beginning of every week. They are given for homework each week. In line with the new curriculum, teachers adopt a mastery approach to mathematics where children are not accelerated through content, but are given chances to apply, interpret, investigate and evaluated age related content on a deeper level. Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> - are given a learning objective at a point which is deemed to best enhance progress. -has a defined set of criteria for success, taken from 'STAT' document -employ interactive teaching methods and collaborative group work. -has learners working at their instructional level. -promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning, ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age. -ICT is used effectively to deepen understanding presentation of learners work is of a highest standard, uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place. -uses higher level questioning based on Bloom's Taxonomy to deepen understanding. - encourages children to mark almost all of their closed number work Teachers will follow the marking and feedback policy and will provide more teacher led CTGs for higher achieving pupils to facilitate aspirational progress. Teachers will deliver a CLIC session at the beginning of every afternoon where the timetable allows. Teachers will provide weekly cross curricular opportunities for using and applying through problem solving. Teachers will, where possible and appropriate, incorporate pre-teaching strategies with those who they believe are likely to find following work difficult so that children are accessing the work with a clearer understanding Teachers will provide weekly Maths homework. Children in Year 6 will have weekly 1:1 sessions More able mathematicians will receive extra small group G&T sessions each week. Teachers have consistently high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. Teachers ensure the classroom learning environment includes a working wall for Mathematics. Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy.

