



# Wombwell Park Street Primary School

## Mathematics Policy Document

### Aims and Objectives

The aim of all our curriculum policies is to ensure that all staff have an agreed and consistent approach to teaching and learning which is shared freely with parents to maximise pupil progress and raise standards and achievement in all areas. We aim to ensure all our children are competent mathematicians, both mentally and on paper. We expect all children to know their times tables and rapid recall facts in line with the national strategies and to apply the mathematical skills they learn to the wider world.

### Curriculum Organisation

Maths lessons are taught daily in all classes. In some year groups, particularly Key Stage 2, children are grouped by ability and taught in smaller group sizes to maximise personalisation and progress. Where possible, teachers are expected to make mathematics as relevant as possible through integration in to the thematic approach. However, we acknowledge that this is not always suitable and maths is then taught discreetly.

### Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our Inclusion policy. Mrs Clark, INCO and Deputy Head, rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas and all classes for all children. Children with special educational needs are supported by Individual Education Plans as appropriate and those who are deemed to be comparatively able receive extension and challenge at their own level.

### Planning

Teachers plan each unit of work in line with the Primary National Strategy (2 to 3 week blocks). These are used flexibly to ensure our provision best meets the needs of the children. Where possible, work is linked to the overall curriculum theme, making mathematics as relevant to the wider world as we can, and this is noted on teachers plans. Teachers use unit outlines to ensure balanced coverage of objectives and to ensure the work set is at least in line with national expectations. Teachers differentiate the children's activities to meet the children's needs and this is also evident on planning.

### Assessment and Target Setting

Assessment for Learning is at the heart of our teaching and learning approach. Occasionally, children will undertake summative assessments in order that progress can be formally monitored. Formative assessments are made every day as part of effective teaching and learning and teachers use the outcomes of these assessments to inform and adapt their planning and provision. We use a wide range of assessments to ensure that children are making the best possible progress in maths. APP is used to inform teacher's planning and secure assessment judgments. Teachers set targets both for and with children as appropriate. Targets are seen as helpful next steps to move pupils' learning along. Children respond positively to praise when targets are achieved and there are a number of different ways in which these are celebrated in school. Targets are agreed and shared at the autumn term parents evening.

### Recording and Reporting

Teachers have an assessment folder which is the central store for assessment information. We use Itrac and APP to monitor pupils' progress. Parents are consulted termly via parents' evenings and an annual report which clearly shows how well pupils are doing in relation to effort, attainment (compared to age related expectations) and progress.

### Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activities which present a potential hazard. Safeguarding children from harm is our main priority and the importance of teaching children safe practice as part of their daily lives features strongly in all aspects of the curriculum.