



**Elvington Church of England  
Primary School**



## Mathematics Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	February 2024
Signature of Chair of Governors:	
Date for renewal:	February 2027





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Numeracy is a key life skill that requires confidence and competence with numbers and measures.

## **Aims:**

- To raise standards in Mathematics using the most recent Numeracy Framework (2014) and the National Curriculum Programmes of Study.
- To develop skills which enable children to reason and problem solve while applying all areas of Maths with competence and confidence in a range of contexts.
- To develop skills and confidence in mental calculation by ensuring children have a repertoire of known facts and strategies to draw upon.
- To raise children's awareness that the challenge of mathematics can be enjoyable.
- To teach all areas of Maths through the CPA approach (concrete, pictorial and abstract) and practical activities.
- To challenge higher achieving children across all areas of Maths (from the outset). And conversely, offer support as/when it's required.

## **The Headteacher will:**

- set high expectations and monitor teaching and progress
- keep parents, governors and all support staff well-informed
- support the lead/co-ordinator and individual teachers
- ensure mathematics remains a key priority on the School Development Plan.

## **Governors will:**

- be well informed through the leadership of the Headteacher, Maths Governor and Mathematics Coordinator
- support the staff in implementing the school's policy for mathematics
- monitor and review progress on the Mathematics Action Plan/School Development Plan.

## **The Lead/Co-ordinator/s will:**

- lead by example, showing a thorough understanding of the subject
- organise a range of different Times Tables Rock Star events which motivate and engage all pupils
- offer support to teachers in planning, teaching and assessment
- support teachers with target setting in mathematics
- work alongside the head teacher to monitor and evaluate teaching and progress
- identify training needs, plan and deliver training



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- track children's progress through school
- analyse SATs data
- review and evaluate printed materials regularly
- liaise with colleagues
- organise and lead meetings with parents to keep them informed of new developments, changes etc.

### Teachers will:

- use the most recent Numeracy Framework of Objectives and National Curriculum Programmes of Study flexibly, to aid planning, using:-
  - Yearly teaching objectives and planning grid for medium term plans.
  - Key objectives for assessment.
- implement the daily mathematics lessons, sharing clear learning objectives with the children
- use a range of teaching styles
- teach concepts within Maths through the CPA approach (concrete, pictorial and abstract)
- provide a high proportion of whole-class oral/mental sessions
- employ individual, paired, group and whole-class teaching
- set up appropriate mathematical displays (including working walls)
- provide, and encourage use of, a wide range of resources, apparatus and equipment
- plan carefully differentiated work across all areas of Maths, ensuring that all children are included and suitably challenged (higher ability from the outset) , wherever possible
- assess and monitor children's progress in line with the school's assessment policy and report to parents as necessary
- encourage children to use Assessment for Learning strategies
- provide homework in line with the school policy
- 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 and encourage children to do so
- encourage children to talk about their work and discuss different strategies used
- encourage children to think about the reasonableness of their answers
- engage pupils in challenging, differentiated activities, using a range of resources, including computing as outlined in the Framework



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- use the weekly arithmetic/mental maths assessments as a base for skills based teaching
- make maths enjoyable...

### **The SENCO will:**

- aid the Mathematics Lead/Co-ordinator and teachers in supporting children with Special Educational Needs and encourage whole class inclusion where possible
- use the detailed objectives in the Numeracy Framework when preparing IEPs.

### **Children will be encouraged to:**

- enjoy mathematics and see its relevance in real life
- work confidently in a range of situations – independently, with a partner, in a small group and as a whole class
- understand what is expected of them and always try their best
- develop mental calculation strategies so that their first reaction to a question is “Can I do it in my head?”
- use correct mathematical vocabulary with confidence
- use Assessment for Learning strategies
- use their knowledge and a range of strategies to solve problems, see patterns, make predictions, present information clearly & interpret data and reason in a methodical way
- think about the reasonableness of their answers and check using a range of strategies
- give oral explanations of their methods
- record in ways appropriate to their age and ability
- evaluate and monitor their own work and progress.

### **Parents/carers will:**

- be encouraged to develop positive attitudes to mathematics and actively support their children with homework and other maths activities
- use the schools Calculation policy to support their children when solving calculations
- be well-informed of their children’s progress through annual reports and parents’ evenings
- be invited to attend presentations to keep them informed of new teaching methods, approaches etc.