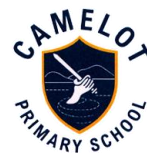




Camelot Primary School



How we teach **Maths** at our school

Our Mission Statement:

At Camelot we all work together to nurture and challenge each individual child through our tailored provision. We have high expectations of learning and behaviour and regularly celebrate achievement, collaboration and effort.

Our enriching curriculum provides a broad range of inspirational learning experiences both inside and outside the classroom. We engage children in their learning through interesting and relevant topics, reinforcing the skills necessary to develop their personal character, sense of community and spirituality. We encourage children to take responsibility for their learning and behaviour, promoting independence through exploration, questioning and decision-making.

As members of the school community, children work collaboratively and are encouraged to take on roles and responsibilities in the classroom and across the school. They participate in a wide range of school events and activities which supports their all-round development and provides them with opportunity to model our school values.

The Maths Curriculum:

Our vision and aims are aligned with the National Curriculum and can be found in the Mathematics Objectives document. This also describes the standards expected for each year group and/or key stage and provides detailed guidance for their implementation. These objectives ensure continuity and progression in the teaching of maths.

Approaches to Maths:

Maths at Camelot will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident by:

- Setting work that is challenging, inspiring and motivating, helping them to develop a positive and enthusiastic attitude towards maths.
- Providing opportunities to develop and extend maths skills through group, paired and independent work, and whole class teaching in a stimulating environment with a range of resources so that all pupils can develop to their full potential.
- Ensuring that children have opportunities to apply maths in a real context, developing their problem solving skills, logical reasoning and the ability to think in abstract ways, expressing their thought processes and ideas through talk.

Teaching and Learning:

Our children are provided with a variety of opportunities to develop, extend and deepen their mathematical skills in and across each phase of education. Maths will be taught for one hour and fifteen minutes each day in both key stages.

- **Curriculum:** The National Curriculum describes what must be taught in each key stage. The school has a set of key objectives in Mathematics that provide detailed guidance for the implementation of the National Curriculum for Maths. This ensures continuity and progression in the teaching of maths. In Nursery and Reception, maths learning follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning.

- **Lessons (one hour):** Lessons engage children in the development of mental strategies, written methods, practical work, investigational work, problem solving, mathematical discussion, consolidation of basic skills and number facts. They will also ensure opportunities for group work, paired work, whole class teaching and individual work.
- **Robust Maths (15 minutes):** Following the approved scheme of work, learning is reinforced through daily mental maths lessons focusing on number and place value, addition and subtraction, and multiplication and division.
- **Cross Curricular Links:** Teachers exploit cross curricular links wherever possible and establish maths learning within a variety of contexts.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

- **Assessment for Learning:** We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children, observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.
- **Assessment of Learning:** The attainment and progress of children is assessed and recorded three times during the school year. This information is gathered from assessment tasks, tests and teacher assessments. This data is used to set pupil targets and identify priorities for intervention. This is conducted in line with the school's agreed assessment procedures
- **Feedback:** Children are provided with constructive and timely dialogic feedback at least twice a week following the Feedback Policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through the end of year report.

Organisation:

The Maths Subject Lead is responsible for maths through the school. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and medium term plans to show how aims are achieved and how the variety of all aspects of maths is to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of maths throughout the school.
- Termly book moderations by subject leads and a termly whole school audit of provision including learning walks and pupil voice.
- Assisting with requisition and maintenance of resources required for the teaching of maths, within the confines of the school budget.
- Liaising with external mathematical agencies to audit the school's provision and identify priorities for the department's development.
- Engaging with parents through tutorials and access to online resources to guide and support home learning.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of mathematical skills with due regard to the National Curriculum for maths.
- Developing and updating skills, knowledge and understanding of mathematics.
- Identifying needs in mathematics and take advantage of training opportunities.
- Keeping appropriate on-going records.
- Planning effectively for mathematics, liaising with Maths Subject Lead when necessary.
- Informing pupils and parents of their progress, achievements and attainment.

Inclusion:

- All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that Maths is accessible to all pupils by:
 - setting suitable learning objectives
 - responding to the variety of learning styles
 - overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Review:

Name of Maths Subject Lead: Natalie Rich & Hannah Thurley

Date: Autumn 2017

Review Date: Autumn 2018