

St. Helen's Catholic Primary School
Mathematics Policy

St. Helen's Mission Statement

Respect yourself,
Respect everyone in our school community,
Respect everyone in our local community,
Respect everyone in our global community,
But most of all, respect God Our Father in heaven.

Intent:

We aim to prepare children for their future, arming them with a set of skills and knowledge of number, shape, space and measures that they understand and will be able to use fluently going forward and in everyday life.

Our goal is for every pupil to leave our school confident and able to apply and use calculations, shape, space and measures.

Aims & Objectives:

- Develop maths as an essential part of communication
- Encourage children to appreciate relationships in maths
- Encourage the fascination of maths
- Encourage children to approach maths with imagination, initiative and flexibility of mind
- Encourage children to work in a systematic way
- Help children work in an independent way to solve problems
- Help children to work co-operatively
- Encourage children to have confidence in their ability – being challenged but also gaining a sense of achievement

Teaching & Learning:

Children are taught in line with the EYFS Statutory Curriculum: Early Learning Goals and the 2014 National Curriculum Framework document from year 1 through to year 6, incorporating the strategies of Big Maths.

BIG MATHS

The following points sum up Big Maths:

Fluency in Maths means that children have a solid foundation of Basic Skills that they understand and use in different contexts to find the best way to figure out a maths problem. Making connections between (and among) mathematical areas is dependent on children having strong number sense and trust that they can depend on the natural skills that they have learned (when they understand how it works... it always works!).

'Big Maths' is based upon the principle that there are 4 core skills that lie at the heart of numeracy. These core skills form the platform for virtually all other maths skills and are affectionately known as CLIC.

- Counting
- Learn its
- It's nothing new!
- Calculations

Because it is so important for all children to make progress in all 4 core skills, 'Big Maths' involves teaching through the CLIC phases every day in a fun, engaging and lively manner. It uses accurate steps of progression known as 'progress drives'. The lessons involve lots of repetition, revisiting and reinforcement to ensure solid knowledge of the basic maths skills, constantly nudging children up the 'progress drives' and committing their learning to the long-term memory.

Addition	Subtraction	Multiplication	Division
With Objects Number Lines Hundred Squares Partitioning Partitioned Column Column	With Objects Number Lines Hundred Square Blank number line- (Counting on)	Grouping objects Drawing dots Repeated Addition Using known facts Smile Multiplication	Sharing Halving Sharing Equally Groups of Using objects to solve Using Times table facts Using coin facts

Planning & Progression

Big Maths is closely aligned to the 2014 Primary National Curriculum and provides clear, stepped objectives for each year group in number, shape, space and measures and wider numeracy, which is consistently revisited within and across years.

To ensure progression, teachers use the planning outlines given in both the 2014 Primary Framework and the Big Maths framework. Short term planning can be evident using the online Big Maths site in the 'lessons' tab. The areas of mathematics that do not fall within the Big Maths strategy are taught as per the 2014 National Curriculum Framework and EYFS.

Assessment & Marking

Marking is carried out in accordance with the school's 'Assessment and Feedback Policy'.

Teachers carry out continuous formative assessment of each child's progress in each aspect of the 2014 National Curriculum and Big Maths curriculum and, where appropriate, note down. Progress with specific skills, objectives or Big Maths steps, is assessed to close any gaps or misconceptions and to inform the next teaching and learning for the children. Most feedback will be given to children 'in the moment' to ensure relevance.

Big Maths CLIC, SAFE and Beat That! tests are available to monitor and assess each child's progress within the key Big Maths progress drives. Each child has their own online log in that enables them to access their own CLIC, SAFE and Beat That! test and records.

Sonar Tracker is used to record and track progress.

Equal Opportunities & Inclusion

All children are entitled to quality first teaching and are provided with equal access to the mathematics curriculum.

We aim to provide suitable learning opportunities regardless of gender, ethnicity, home background or special need.

The class teachers ensure that all the individual needs of the pupils are being met and are responsible for interventions and small focus groups; as well as encouraging independence and resilience through challenge and choice.

Any Individual Support Plans (ISPs) will be linked, where appropriate, to the suitable year objectives from the National Curriculum and progress drives from Big Maths.

English as an Additional Language (EAL)

The assistant headteacher for inclusion liaises with the class teachers to ensure the needs of these pupils are being met. A baseline assessment is undertaken by each new child to the school that is identified as EAL, thus their level of English identified. A high importance is placed on *talk for learning* to promote the development of the English language and mathematical vocabulary, especially amongst the EAL pupils.

Equipment & Resources.

The school is well stocked with resources to cater for all the areas of mathematics and promote concrete learning. These resources are organised by type and kept within clearly labelled boxes and shelving units. In addition to these, some resources that may be required regularly are kept within each individual class.

Use of ICT

The effective use of ICT can enhance the teaching and learning and motivation of pupils in mathematics when used appropriately and is built into the mathematics curriculum wherever possible. Laptops and iPads are available for use in class. Both at school and at home, online-based applications such as: Education City, Big Maths and MyMaths are available to extend/consolidate learning.