

**Knowsley Central School**

**Maths Policy**

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| **Reviewed by:** | Paul Lambert | **Date:** September 2020 |
| **Last reviewed on:** | September 2020 | |
| **Next review due by:** | September 2021 (Annually) | |

Mathematics is essential to everyday life, it is a tool for pupils to use in order to equip themselves with the basic skills essential to understand and change the world.

At Knowsley Central we aim to provide a high quality mathematical education that gives pupils the foundation for understanding their world and the ability to reason mathematically.

The Aims of mathematics within our school are:

* To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
* To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
* To promote confidence and competence so that pupils are ‘proud’ of their achievements.
* To develop a thorough knowledge and understanding of numbers and the number system.
* To develop the ability to solve problems through decision making and reasoning in a range of contexts.
* To develop a practical understanding of the ways in which information is gathered and presented.
* To develop a practical understanding of shape and space and develop measuring skills in a range of contexts.
* To develop knowledge of money and how to use it as well as the skills associated with budgeting and saving.
* To understand the importance of mathematics in everyday life.
* To provide meaningful experiences which reflect the DFE Mathematics Programme of Study at a level appropriate to the ability of the pupils.

In the early years, mathematics follows the EYFS statutory framework. The pupils are provided with mathematical opportunities through an ‘enabling environment’ and work towards ELGs at the end of the foundation stage.

For some of our more complex children maths forms an integral part of their understanding of the world and their sense of self. Their curriculum looks very different due to the nature of their abilities and focuses on the prerequisite skills needed to engage with formal mathematics. Bsquared, Tapestry and See Saw are used to make quality observations to track and assess the progress they make.

For our children who follow the National Curriculum areas are differentiated to meet the needs of our learners with all children being taught mathematics at a level appropriate to their ability and individual numeracy target.

Planning

Planning is based on having a thorough understanding of our pupils’ needs, gained through effective and rigorous assessment and tracking, combined with high expectations and an ambition for all children to achieve. Teacher’s plan maths using medium and short term plans. Class teachers complete weekly plans for the teaching of mathematics. These give specific learning objectives for each lesson and details of how the lesson will be taught, how support staff will be utilised and how differentiation will take place in order to support pupils’ IEP targets.

At Knowsley Central we recognise the importance of establishing a secure foundation in practical and mental maths and the recall of number facts before standard written methods are introduced. Where appropriate, we offer opportunities for pupils to apply and develop their mathematical skills across the whole curriculum through the provision of quality, concrete, active experiences, e.g. multi sensory experiences, structured play, environmental visits etc, this will allow pupils to revisit, practice and consolidate different areas of mathematics and apply them within different contexts. Teachers’ expectations will ensure that all tasks will have clearly identified learning outcomes and are matched to pupils’ abilities and individual mathematics targets.

Assessment

Assessment occurs throughout the lesson through questioning, observation of pupils at work and marking of work. Daily assessment by the teacher in consultation with TA staff enable weekly plans to be adjusted if required; these short term assessments are closely matched to the teaching objectives and pupil’s progress towards meeting their IEP targets.

Teachers make long-term assessments towards the end of the school term using the Bsquared learning assessment tool. Pupils are tracked to show the progress made towards individual targets and interventions are put in place to help children who are not on course to meet their targets .