

POLICY DOCUMENT

POLICY TITLE	Maths Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	At the academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	At Mersey Primary Academy, we believe that people learn best in different ways. At the academy we provide a rich and varied learning environment to ensure all pupils make at least good progress. Maths in an essential skill for leading a happy, healthy and full life.
GUIDELINES	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Teachers will, every half term, use the Sheffield STAT assessment grids to assess pupils Maths and identify clear ways forward. • Children who are failing to meet expected progress, are placed on a Cause For Concern list, which is reviewed each half term. • Assessments are moderated at different intervals: <ul style="list-style-type: none"> ○ Half termly by another member of staff who is ‘buddied’ with them. ○ Termly by the cluster academics or whole staff. ○ Groups of children as well as children causing concern are moderated at different points within the moderation cycle. <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils’ past and current achievement and the expected standards for pupils of the relevant age range. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> ○ Start with a clear learning objective, taken from the Chris Quigley ‘Essentials’ curriculum, understood by all pupils ○ Have a defined set of criteria for success, taken from ‘STAT’ document ○ Have learners working at their instructional level. ○ Have learners working in the first 3 minutes of learning ○ Ensures learners are not sat listening to teacher inputs for more than 11 minutes ○ Employ interactive teaching methods and collaborative group work, especially the use of the TALK project. ○ Promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning. ○ Ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age. ○ ICT is used effectively to deepen understanding ○ Presentation of learners work is of a highest standard. ○ Uses ‘Assessment As Learning’ strategies within the lesson to ensure learning is taking place. ○ Uses higher level questioning based on Bloom’s Taxonomy to deepen understanding. ○ Encourages children to mark almost all of their closed number work ○ Focuses on reasoning and the skills of using and applying ○ Follows the progression model as in the Calculation Policy • Teachers will follow the marking and feedback policy and will provide more teacher led CTGs for higher achieving pupils to facilitate aspirational progress (2 in 3 pieces) • Teachers will deliver a mental maths session at least four times a week: CLIC

	<ul style="list-style-type: none"> • Teachers will provide weekly cross curricular opportunities for using and applying through problem solving. • Teachers will provide weekly Maths homework, for KS2 this is to be MyMaths. • Children who are identified as in need of additional support will receive 50 daily 1:1 sessions • Children in Year 6 will have weekly 1:1 sessions • Children in Year 6 will have an extended day • Children in Years 1, Years 2 and Years 3 will work from Singapore Maths for lessons to make explicit ARE • Children using Singapore Maths will have access to reasoning and mastery learning challenge in Maths books <p><u>Academy Environment</u></p> <ul style="list-style-type: none"> • Teachers have consistently high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. • Teachers will use the 5Rs consistently to promote and embed learning attitudes and habits to secure independent learners. • Teachers ensure the classroom learning environment includes a working wall for Mathematics. • Families will receive a termly newsletter which sets out learning expectations • Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy.
FURTHER DETAILS CONTAINED IN DOCUMENTS	<p>Calculation Policy Teaching and Learning Policy Marking and Feedback Policy Assessment Policy Behaviour Policy</p>

DATE APPROVED: SEPTEMBER 2016	NEXT REVIEW DATE (every two years)

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