



**ST CHARLES' CATHOLIC**  
**PRIMARY SCHOOL**

**MATHEMATICS**  
**POLICY**

<b><u>MATHEMATICS POLICY</u></b>	
<b><u>AGREED: JUNE 2017</u></b>	<b><u>NEXT REVIEW: JUNE 2020</u></b>

**Our Mission at St Charles' Catholic Primary School is to...**  
**LOVE, LEARN, GROW TOGETHER**

**St Charles' Catholic Primary School**  
**Mathematics Policy**

**Vision Statement**

We want all children at St Charles' Catholic Primary School to see themselves as mathematicians and to:

- Have a positive attitude towards the learning of mathematics and an enthusiasm for the subject
- Be able to identify mathematical relationships (spatial, numerical and logical) and see their relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Be able to read and record mathematical statements using correct terminology and symbols.
- Be able to interpret diagrams, charts, graphs and tables.
- Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have developed an ability to use and apply mathematics across the curriculum and in real life.
- Have developed an understanding of mathematics through a process of enquiry and experiment.

**Maths Lessons**

- Every maths lesson will include:
  - Learning Objective
  - A progression of activities
  - Steps to success
  - Challenge – appropriate for each ability group
  - Pace – the pace of learning
  - Key questions and resources (including planning for additional adults)

**Planning**

- The Liverpool Maths Plans are used as the main structure for planning.
- The Developing Calculation Sequence should be referenced to help the planning of calculation objectives. The sequence helps to ensure progression from the teaching of the skills to using and applying. This sequence can also help you plan through all other objectives

## **Key Maths planning, teaching, learning and assessment resources**

- Liverpool Maths Plans
- Developing calculation sequence
- Calculation policy
- Maths Hub White Rose Documents
- NCETM Document
- Twinkl
- MyMaths
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## **Calculation Policy**

- There is an agreed calculation policy that should be followed. The policy is stage appropriate.

## **Marking and Feedback**

- The learning intention will be ticked in a child's book once or twice depending on their understanding of a particular concept being taught
- As often as is needed, and at least once a week, every child will receive an in-depth mark - which will include a teacher comment that will either correct, challenge or provide a next step in learning.
- Those children who produced incorrect work due to a misunderstanding of a concept will need a model or image providing for them as part of their feedback – you may also need to think about a staggered input to address this misconception the following day or follow up work as appropriate
- An acknowledgement mark will be given to those children working independently who fully understood the lesson objective
- Time should be given for pupils to reflect and respond to marking and feedback
- Feedback stickers to be used to deepen understanding.

## **Presentation in Books**

### **Pupils must be given general reminders to always take pride in their work**

- Date and learning objective must be included for each piece of work
- Use 1 square for each digit and mathematical symbol
- Use a ruler appropriately i.e. to draw shapes, angles, bar charts etc
- Present all jottings and working out neatly
- Mathematical symbols must be used to show type of calculation being undertaken

## **Working Walls**

### Key components of the working wall should include:

- Key vocabulary
- Examples of good work
- Challenge

## **Monitoring Exercises:**

Monitoring exercises will be undertaken across the year and could include, book scrutinies, observations, learning walks, pupil interviews and moderation meetings.

### **Book Scrutinies**

When books are monitored, at least once a term, a main focus for scrutiny will be chosen, e.g. pitch of work, more-able etc. and other key areas will be assessed including:

- Links to progression
- Work is matched to medium term planning guidelines and agreed school calculation policy
- Differentiation and challenge
- Progress and evidence of learning over time and gains in knowledge skills and understanding
- Teaching approaches used
- Marking – identifying strengths, misconceptions and areas to improve
- Presentation

All teachers will be given feedback on areas of strength and areas for improvement

### **Observations and Learning Walks**

When observations or learning walks are undertaken, at least once a term, a main focus will be chosen, e.g. pace of learning, more-able etc and other key areas will be assessed which will include:

- Progress and mathematical gains in knowledge, skills and understanding
- Conceptual understanding including structure, images, reasoning and links to other stands and topics
- Problem solving approaches
- How misconceptions are identified and dealt with
- Use of accurate language and symbols
- General AfL strategies e.g. questioning, differentiation, use of learning environment etc.

### **Pupil Voice**

A selection of pupils will be interviewed about their mathematical understanding and work they have undertaken across the year. Pupils should be given time before each interview to look through their maths books and reflect on good pieces of work, and where they feel further support is needed.

### **Standardisation/Moderation Meetings**

Termly year group meetings will standardise/moderate teacher judgements against agreed criteria.

## Appendix

### What makes a good Maths book?

- Write in pencil
- Respond to any marking from the last lesson.
- Start a new page unless you have more than 8 lines left on the page.
- Write the date in figures – give each digit its own square.
- Leave a line and write the L.O. in words – write as you normally would – and always begin with: **To...**
- Use a ruler and pencil to underline. Leave a line before beginning work.
- When doing number work, use one square for each digit.
- If you make a mistake, use a ruler to draw one straight line through it. Only rub out drawing mistakes.
- Write the question number.
- Leave a sensible space between questions – one line or column.
- Use a ruler to draw straight lines accurately.
- Any worksheets should be glued in neatly and not overhang the page.

Never...

- Draw a line without a ruler
- Scribble out mistakes