



GREAT ECCLESTON COPP  
CHURCH OF ENGLAND  
SCHOOL



MATHEMATICS POLICY

Reviewed July 2019

Copp Cares

*"Let us love, not in word, but in truth and action." (1 John 3:18)*

*Talk to me and I will listen, show me and I will remember,*

*Involve me and I will learn, encourage me and I will thrive.*

*Copp, the village school, where everyone is special and where God will help us grow.*

## AIMS

At Copp, the teaching and learning of maths includes:

- developing a positive attitude
- real-life skills
- encouraging competence and confidence
- a range of investigative and problem solving activities
- using a range of resources
- developing strong arithmetic skills
- application of skills.

## CURRICULUM

All year groups (Yrs 1-6) will follow new National Curriculum guidelines.

YR use the Development Matters Programme working towards Early Learning Goals.

Cross-curricular links will be planned for throughout the wider curriculum and will comprise a range of skills and knowledge.

### Organisation

Reception	Maths activity each day	
KS1	5 lessons weekly	Approximately 1 hour
KS2	5 lessons weekly	Approximately 1 hour

Children are taught in classes, groups are then monitored and children move between groups, as necessary. AGT pupils in upper KS2 access a weekly session on higher maths in a small group. The higher level curriculum is taught in each phased group and planned accordingly so every child is able to access each learning objective. Teaching assistants support in each group. Pupils with support plans are identified in planning.

### Planning

Planning format is consistent from Y1 - Y6. All plans are available on the school shared drive the week prior to teaching and a half termly overview prior to the start of each half term.

### Learning Environment

Every classroom has a focus on maths which includes a learning wall and, in KS1, an interactive area. The learning wall is changed according to the maths focus. This is monitored by the Maths Leader.

All children are encouraged to work tidily and neatly when recording their work (see Presentation Policy).

Targets are related to multiplication tables and are inside maths books to help pupils know what they need to do to improve. These are dated and signed when progress is made and changed at least half termly.

## MARKING AND ASSESSMENT

Maths will be marked every day by the class teacher (see Marking Policy for further information).

Teachers communicate how children can improve through regular next steps marking and time is given on a weekly basis, at least (in KS2 and in Y2 from the summer term) for pupils to respond.

Pupils are encouraged to be reflective in their work through peer and self assessment.

Formative assessment is evident through marking and children's work, discussions with pupils and TAs and is recorded on KLIPS to highlight progress and areas for development.

Summative assessments are completed every term to back up teacher assessment throughout the term.

Year 2 and Year 6 have formal SATs in the summer term.

### MONITORING AND EVALUATION

The Maths Leader and the Headteacher monitor standards within school. Formal lesson observations are carried out by the Headteacher and Mathematics Subject Leader and feedback and support is provided to enhance teaching and learning.

Planning is scrutinised at least every term; pupils' work is scrutinised every half term.

Training is provided according to the needs of the individual teacher, the class, appraisal objectives and the School Improvement Plan and this is followed up to assess its impact. It may comprise whole school training, staff meeting training, the involvement of expert teachers or outside courses.

### THE GOVERNING BODY

The Maths Leader provides maths reports for the Governing Body; these include data and progress towards targets. Opportunities are provided at governors' meetings for questions to be asked and discussions to take place.

The Maths Governor visits school to talk with Maths Leader and to lead AGT sessions (see above).

### PARENTS

Progress is discussed at the formal parents' evening and informally whenever necessary.

Parents are informed if there are any concerns regarding their child's progress in mathematics.

Children on the SEN register for mathematics also meet with the class teacher and sometimes the SENDCO to discuss specific targets.

Written reports are completed twice a year - at the end of the autumn term and the end of the summer term. After each report, parents have the opportunity to discuss their child's progress.

The website is used to inform parents of maths learning taking place in each class.

### HOMEWORK

See Homework Policy.