



Forest of
Dean Trust

Mathematics Subject Policy

FOREST VIEW SCHOOL

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Please refer to the school's teaching and learning policy for detailed information regarding mathematics planning, marking and monitoring. Please also refer to the school's subject leader policy which provides clear guidelines on the role of the subject leader.

At Forest View we believe that Mathematics is an integral part of a child's life. Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Pupils' are given the opportunity to use Mathematics across the curriculum to consolidate and reinforce taught Mathematics skills.

Aims

At Forest View our aims are to:

- Share the importance of mathematical skills in everyday life and encourage the children to use apply the skills they learn.
- Promote enjoyment and enthusiasm for the teaching and learning of mathematics.
- Develop logical thinking and reasoning skills.
- Develop a thorough knowledge and understanding of numbers and the number system.
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts
- Provide opportunities to explore features of shape and space, and develop measuring skills in a range of contexts.
- Encourage children to work with confidence and independence.
- Develop consistent mental and written calculation strategies throughout the school.

Planning and Teaching

The Teaching and Learning of mathematics at Forest View should be:

- Teaching to the top with scaffolding provided to support children to access the lesson as required.
- Engaging
- Exciting
- Interactive - practical activities
- Purpose led
- Challenging for all
- Link to everyday life
- Encourage problem solving and reasoning skills
- Focused questioning
- Use of ICT
- Link to topic where appropriate
- Outdoor learning opportunities
- Resource rich

Planning for Mathematics will be done on the school's agreed format for Maths planning. Detailed information regarding this can be found in the school's teaching and learning policy. Planning teams produce weekly plans which show a clear sequence of lessons which progress logically. Objectives are derived from the curriculum overviews for each department and the White Rose maths scheme to ensure all strands of the curriculum are covered. The school follows whole school topics. Adults and pupils work together to decide on the topics for each year. Forest View encourages the use of

cross-curricular planning where appropriate to enable pupils to make clear links between their learning. It is important that Maths lessons are purposeful and children should be able to make connections between what is being taught and the application of this in real life. All children should be challenged and stretched in Maths lessons.

Most Maths lessons will follow the White Rose ethos of mastery 'The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on' this is reflected at Forest View as each lesson follows the small steps approach to deepen children's understanding.

In addition to this approach children will be given the opportunity to work in a variety of ways during Maths lessons. The children may not necessarily record all of their work in their Maths books. Some of their work may be produced in their Topic Book or appear in the class Seesaw page. Marking will be in line with the school's Teaching and Learning Policy. Please refer to this for more information.

In addition to the morning maths lesson mini maths/ mastering number sessions. (Daily Key Stage 2) (4 x a week in Key Stage 1) There is no requirement to plan for these sessions but class teachers should ensure they include the following: covering mental objectives; pre teaching children; closing gaps in learning; correcting misconceptions; revisiting something that hasn't be taught for a while; Y6 Revision and Y4 Tables test preparation.

Assessment

Maths ladders for each child are kept in an assessment folder The children have access to their own ladder and discussions about them take place between the teacher and pupil. The ladders relate to end of year expectations for each age group.

The on-going assessment of children takes place all of the time. Formal assessment judgements for each child are submitted three times a year for Maths.

Monitoring

The SLT have a clear programme in place for monitoring subjects and therefore do not require subject leaders to undertake lesson observations for their subjects.

- Subject leaders are expected to monitor in the following way:
- Learning walks;
- Pupil conferencing;
- Book scrutiny;
- Planning scrutiny.
- Seesaw monitoring

Subject leaders are required to give staff adequate notice (5 days) and provide a clear focus for any activity that is due to be undertaken. The outcomes of monitoring activities are feedback to the SLT and staff through the relevant meetings. Feedback includes at least three positives and a maximum of three development points.

Resources/Budget

Resources for Mathematics will be of good quality and used to support teaching and learning. The subject leader will monitor the resources and bid for money from the school's curriculum budget to

purchase new materials.

Staff Development

At Forest View staff development in Maths is approached in a variety of ways:

- INSET Days
- Staff Meetings
- Courses/ Visits to other settings
- Glow Maths meetings

Keeping up to date with relevant initiatives is a must. Staff are required to take responsibility for their own CPD within Mathematics. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

Homework

Maths homework should be integrated into each class's topic homework.

Equality

Please refer to the school's equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils.

These include:

- Scaffolding when necessary to ensure all children are taught / exposed to the same skills/
- Using a range of teaching styles to match the range of learning styles represented in a typical class.
- Ensuring the classroom environment is safe and secure and accessible for all.

Health and Safety

Please refer to the school's health and safety policy for further details.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to 'tick' the risks relevant to their trip.