

# Illogan School

## School Policy on Mathematics (Updated December 2020)

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

### Our aims

- To enable pupils to be fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems, helping children to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To support children to reason mathematically by following a line of enquiry, conjecturing relationships and generalising, developing an argument, providing justifications and giving proof using mathematical language.
- To encourage children to become problem solvers by applying their mathematics to a variety of routine and non-routine problems, enabling them to break down problems into a series of smaller steps which develop their skills of resilience and perseverance.

### Mathematical Language

Children will be taught, and provided with opportunities, to use the correct mathematical language and notation, to discuss their mathematics and explain their thinking, as set out in the school's calculation policy and planning support documents. (Calculation policy, White Rose scheme and Premium Resources, MyMaths and NRich).

### Morning Maths

Mental methods will be emphasised from an early age. Children will be directly taught and provided with regular opportunities to develop fluency and revisit previous learning on a daily basis.

### Written Recording

Written recordings will be used to:

- Informally support a mental calculation
- Develop the skill of explaining the method used
- Help someone else follow the method or assess the work
- Practise writing and using the correct symbols and notation
- Help remember or practise the recall of number facts
- Carry out the working of a standard written method of calculation

All written work will be expected to include:

- Date
- WALT
- An I or S(T or TA) to indicate whether work was completed independently or with support

- Pink pens will be used to indicate success, they may also be used to provide challenging feedback which broadens and deepens the children's understanding.
- Green dots will be used to highlight incorrect answers; children are encouraged to address these marks immediately. Green pens are also used to provide feedback, which challenges the children to rethink their strategies.
- Children will use purple pens to respond to any green feedback or challenges.

### **Enhanced learning**

Following live marking or same day marking children may be identified for 'enhanced learning'. Typically, these are same day or next day interventions supporting the child to meet the day's learning objective ensuring they can keep up with the rest of their peers. These sessions may be 1:1 or small group, they may take anywhere from 5 minutes to 20 minutes and are led by the class teacher or TA.

### **Mathematics across the Curriculum**

Opportunities will be used to draw mathematical experiences out of a range of activities in other subjects to provide opportunities to apply and use mathematics in real life contexts. Mathematics will also contribute to other subjects in practical ways.

### **SEND**

The aim is to ensure that all pupils make progress and gain positively from each mathematics lesson. All teachers aim to:

- Deliver lessons that are pitched at a level that caters for a child's
- Use a range of resources effectively to allow access to whole class or group work
- Organise the class and deploy staff to support group or individual needs.

### **Equal Opportunities**

It will be ensured that all pupils will have equal access to the full mathematics curriculum.

### **Role of Coordinator**

The Co-ordinator has responsibility for the implementation of this policy and its review. Their role involves organising and managing resources, monitoring and evaluating the curriculum, updating their own knowledge of the subject in order to support colleagues and liaising with governors and parents.

### **COVID-19 addendum - December 2020**

As a result of the global pandemic, the DfE released 'Ready to Progress (RtP)' Maths guidance for years 1 to 6. Teaching staff at Illogan access these RtP documents to support pupil gaps in knowledge as a result of the break in school learning during the pandemic in 2020. The documents allow teachers to assess whether or not pupils are ready to progress from their previous year group to their current year group and also challenge future applications of skills. These documents support planning for whole class teaching and for interventions. This guidance was produced specifically for content that is often more challenging to teach, concepts which may be tightly squeezed in the timetable and those which may have been missed due to

school closure. The documents do not cater for every aspect of the Maths curriculum and these are intended to support teachers in their planning of the curriculum alongside our already existing policies for Maths.