

RIVERSDALE PRIMARY SCHOOL

Mathematics Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



“Mathematics is in its way, the poetry of logical ideas.”
Albert Einstein

Article 28:
You have the right to education.

Article 29:
You have the right to education which develops your personality, respect for other’s rights and the environment.

AIM

At Riversdale Primary School, we aim to ensure that all children, “whatever [their] ethnicity, gender, religion, language, abilities or any other status [of the child], whatever they think or say, whatever their family background” are capable mathematicians, through the delivery of our maths curriculum.

RATIONALE

- At Riversdale maths teaching follows the Concrete-Pictorial-Abstract model working towards fluency and mastery with a focus on reasoning and problem solving.
- Children’s understanding of mathematical concept is deepened through the use of concrete materials and pictorial representations, in order to gain an understanding of the abstract.
- Classes are differentiated through questioning, deepening, intervention, boosters and consolidation of taught skills.
- Children and teachers are required to use correct mathematical language at all times.

CHILDREN WILL

- Self-correct and respond to feedback using purple pen (Year 2 - KS2) or pencil (EYFS- Year 1)
- Work collaboratively with a partner.
- Use manipulatives to ensure the understanding of new concepts.
- Take part in lessons following the concrete–pictorial–abstract approach
- Independently complete a range of different question styles to demonstrate their understanding of the lesson concept to a mastery or greater depth level.
- Ensure their work is the highest possible standard of neatness and presentation.
- Develop positive learning personalities including traits such as confidence, resilience and resourcefulness.

TEACHERS WILL

- Embed factual fluency (simmering skills) at the beginning of each lesson.
- Recap on previous learning during each lesson to reinforce key points.
- Ensure children have access to resources in every lesson.
- Ensure all new concepts are taught following the Concrete-Pictorial-Abstract lesson approach.
- Plan for, identify and address misconceptions in children’s learning.
- Plan detailed interactive whiteboard slides to facilitate lesson structure.
- Assess children’s learning throughout the lesson.
- Assess children’s progress 3 times a year.
- Assessment in line with Riversdale assessment policy and supported by data from summative testing.
- Data is analysed to identify areas of strength and development.
- Modify and adapt planning, where necessary, to meet the needs of all pupils.
- Ensure pace of the lesson is appropriate to ensure positive outcomes and complete curriculum coverage.
- Model correct mathematical vocabulary at all times.
- Ensure all children are engaged and that behaviour for learning is always correct.
- Ensure all children meet non-negotiable objectives for lesson.
- Encourage the development of positive learning personalities and attitudes towards maths.
- Use provided question stems to ensure correct differentiation of questioning.
- Allow time in lesson for marking feedback, challenge and factual fluency.

- Teach all year group national curriculum objectives. Foster links with other curriculum areas.
- Mark daily according to Riversdale School marking policy (see appendix).
- Guide all children towards an abstract understanding as the main goal.

<p>An example of challenge</p>	<p>Consolidation challenge and deepening (greater depth) challenge included in each lesson. To be completed in red maths book.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="587 383 844 555" style="border: 1px solid black; background-color: #e0e0ff; padding: 10px; text-align: center;"> <p><i>Consolidation</i> Complete this equation using the method you have learnt today.</p> <p>$17 - 5 =$</p> </div> <div data-bbox="1034 383 1291 555" style="border: 1px solid black; background-color: #ff0000; color: yellow; padding: 10px; text-align: center;"> <p><i>Deepening</i> How can solving $5-3+$ help you solve $15-3=?$ Explain using pictures and words.</p> </div> </div> <div data-bbox="534 577 903 613" style="display: flex; justify-content: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">11</td> <td style="padding: 2px 5px;">12</td> <td style="padding: 2px 5px;">13</td> <td style="padding: 2px 5px;">14</td> <td style="padding: 2px 5px;">15</td> <td style="padding: 2px 5px;">16</td> <td style="padding: 2px 5px;">17</td> <td style="padding: 2px 5px;">18</td> <td style="padding: 2px 5px;">19</td> <td style="padding: 2px 5px;">20</td> </tr> </table> </div>	11	12	13	14	15	16	17	18	19	20
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This policy will be reviewed at least every two years.