

Maths Policy

Christ the King RC Primary School



Intent/Introduction

At Christ the King, we believe that children should see themselves as mathematicians. We believe all areas of the curriculum should include mathematical elements and opportunities. Mathematics is a necessary life skill, which can open up endless opportunities for our pupils in later life. We are in a position to embed an understanding and love of number that should serve them well in the future.

Purpose of Study

To ensure all pupils of abilities and ages develop a love of mathematics and have the skills and confidence to approach challenging concepts. The percentage of pupils leaving Christ the King should be working at the national average for expected and greater depth or above.

Aims

The national curriculum for Maths aims to ensure that all pupils develop necessary skills through each year group to progress through the entire curriculum and reach their full potential. We aim to do this through promoting discussion and peer mentoring to develop understanding. We also aim to provide a maths rich curriculum, which permeates all areas and topics.

Subject Content

At Christ the King we use Power Maths. Power maths is a whole class mastery programme designed to spark curiosity and excitement and to help nurture confidence in maths making the subject an adventure. Please see the yearly overviews for planning and subject content.

Role of the Subject Leader

Monitoring of the standards of children's work and of quality of teaching in Maths is the responsibility of the subject leader supported by the SLT and School Governors. The Maths Subject leader will monitor planning to ensure continuity and coverage, talk to pupils, observe classroom practice and have informal discussions with staff and pupils. In addition, the work of the subject leaders involves supporting colleagues in the teaching of Maths and informing them about current developments in the subject.

Inclusion

All children are given the opportunity to maximise their potential regardless of ability, gender, background or ethnicity. Activities are planned both within and outside the classroom in a way that encourages full and active participation by all children matched to their knowledge, understanding and previous experiences.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. Gathering evidence is an integral part of assessment and is obtained by questioning the children, marking written work, looking at drawings, models, diagrams, and by photographing their finished product where necessary. If any written work is produced, it is marked in line with the school policy on marking. PUMA testing (termly) sits alongside the end of unit checks within the Power Maths scheme as well as PIXL resources designed to fill gaps and highlight areas for development both individually and in a group setting.