

AQUINAS Church of England Education Trust

"Life - Transforming - Learning"

Policy Title:	Mathematics
Responsibility:	Primary Education Director
Review Body:	Education Scrutiny Committee
Date:	September 2021
Review:	September 2022

The Trust has a responsibility to promote the welfare of all children and young people and to keep them safe. Children who are and feel safe make more effective learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. The Trust is committed to practising in a way that protects them. Each academy will ensure that the welfare of learners is given paramount consideration when developing and delivering all academy activities. The Trust acknowledges that in an evolving social environment, abuse can come from many sources and take many forms, particularly in relation to peer on peer abuse of which sexual violence and harassment between children is an element. Staff challenge inappropriate behaviours and do not dismiss, tolerate or normalise sexual violence, or sexual harassment. The Trust endeavours to promote a child centric approach to safeguarding which acts in the best interests of the child taking their views into account where possible.

CONTEXT

Mathematics and numeracy are key life skills. The mathematics curriculum teaches and develops pupils' understanding of a network of concepts and relationships which provide a way of viewing and making sense of the world. The numeracy skills taught formally within mathematics are used to analyse and communicate information and ideas. Through numeracy acquisition pupils have the skills to learn, think, explore and organise. They learn to tackle a range of practical tasks and real life problems. The provision of a high-quality mathematics education expands pupils' understanding of the world. They are shown how to solve problems and reason. Through engaging teaching, they develop a sense of enjoyment and curiosity about mathematics. This policy sets out the principles and expectations for numeracy and the mathematics curriculum for all the academies in the Trust and for all ages and abilities.

POLICIES RELATING TO NUMERACY

This policy is part of a suite of curriculum policies and should be read in relation to these.

PRINCIPLES

Numeracy

Numeracy is a proficiency which is developed mainly in mathematics but also in other



subjects. Through numeracy teaching, pupils develop confidence and competence with numbers and measures. Numeracy acquisition enables pupils to understand the number system and develop a repertoire of mathematical techniques. They gain an interest and an ability to solve quantitative or spatial problems in different subjects or contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Mathematics Curriculum

The mathematics curriculum is designed to provide pupils with the skills to become: numerate; creative; independent; inquisitive; enquiring; resilient and confident to take risks. Through their growing knowledge and understanding, pupils acquire greater fluency. They work within a stimulating and well-resourced environment so that they can develop mathematical skills and achieve their full potential. They will learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Through mathematics and numeracy teaching pupils will:

- have a sense of the size of a number and where it fits in the number system;
- recall number facts confidently;
- calculate accurately and efficiently, both mentally and in writing and paper, drawing on a range of calculation strategies;
- make sense of number problems and recognise the operations needed to solve them, as well as selecting the most efficient methods to solve them;
- explain their methods and reasoning using correct mathematical terminology;
- judge whether their answers are reasonable and have strategies for checking them;
- develop spatial awareness and an understanding of geometry and geometric properties;
- collect data, and draw, interpret and predict from graphs, diagrams, charts and tables;
- have some understanding of the measurement of probability and risk;
- become fluent in the fundamentals of mathematics;
- develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language;
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simple steps and persevering in seeking solutions.
- use a wide range of mathematical skills in other areas of the curriculum.
- learn the correct mathematical language, notation, conventions and techniques, relating to the different subjects they study.

Mastery Approaches to Mathematics

Academies are increasingly making use of mastery approaches to the teaching of mathematics. These approaches improve pupils' enjoyment and engagement with mathematics. Teachers focus on broadening more able pupil's conceptual understanding, rather than moving them on to new topics.



An approach based on mastery principles:

- has the highest expectations for all children in which all children can achieve and most can achieve highly;
- exposes almost all pupils to the same curriculum content at the same pace;
- provides full access to the curriculum by focusing on developing deep understanding;
- secures fluency with facts and procedures;
- uses a careful sequence of small steps;
- scaffolds learning from concrete, to pictorial and then abstract;
- develops conceptual understanding;
- promotes reasoning and problem solving;
- makes use of mathematical representations that expose the underlying structure of the mathematics;
- helps pupils to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation;
- uses intelligent practice and variation to develop conceptual understanding hand in hand with reasoning, problem solving and fluency
- uses correct mathematical vocabulary and high quality mathematical talk;
- blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support;
- provides differentiation by offering rapid support and intervention to address each individual pupil's needs.

RESPONSIBILITIES

Trust Board and Academies Improvement Team

The Trust Board works through the academies improvement team and Education Scrutiny Committee to provide a strategic direction and to make sure the policy is implemented effectively in all academies. Where schools have an executive head, he or she will hold the overall responsibility and accountability for the quality of provision.

Senior Leaders

The headteacher is accountable for the performance and training of staff, the quality of teaching and the progress made by pupils. The leadership team provides appropriate support, training and resources for teams and individuals in line with their portfolio of responsibility. They make sure that classroom practitioners, pupils and parents understand the expectations for good teaching and learning. They oversee processes for reporting to parents and to the Trust Board. The leadership team will establish a programme for quality assurance including: reviews of planning; visits to lessons; scrutiny of written work; analysis of data; pupil progress meetings; discussions with pupils and feedback from parents.

Mathematics and Numeracy Leaders

Mathematics subject leaders will work together through the Trust network to implement strategies, organise training and share resources. They collaborate with leaders in other academies to develop good practice, including moderation and assessment standards. They are responsible for the development of subject knowledge for those they lead. They will



make sure that policy is being followed and are accountable for the quality of planning, in their own academies. They monitor and evaluate consistent delivery of the policy at team level, and provide appropriate support to team members through training and coaching. Mathematics leaders will be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects. They will provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups. Through liaison with other teachers, they will attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas. Where appropriate they will seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

Middle Leaders

All middle leaders are accountable for the quality of the learning environment, the quality of teaching and the progress of pupils in their area of responsibility. They are expected to undertake regular quality assurance and monitoring activities and take effective action where improvements are needed. When evaluating pupils' progress in numeracy via work scrutiny the focus is to ensure that work shows improvement in the development of numeracy skills by each pupil over a period of time. They check the regularity of assessment and the quality of assessment information and challenge teachers when pupils do not make enough progress.

They will know the correct mathematical language, notation, conventions and techniques, relating to their own subject, and make sure teachers encourage students to use these correctly. They will promote the appropriate expectations of students and provide support for difficulties that might be experienced with numeracy skills. They will provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups. They will provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

Teachers

Teachers contribute to planning, using the agreed plans to structure and sequence the teaching programme. They must continue to develop their subject knowledge and pedagogical skills. They provide a well organised and stimulating environment which has a direct impact on the quality of teaching and learning. They set high expectations for attitudes to work and behaviour for learning. They are responsible for the accurate assessment of pupils they teach and their practice is in line with the policy so that all pupils make good or better progress. All staff have a responsibility to reflect on their own practice in the teaching, marking and assessment of numeracy within their own subject.

REVIEW AND REPORTING

In recognition of the Trust Board's responsibility:



- The quality of numeracy provision will be reviewed through Education Scrutiny Committee meetings.
- The Trust Board will receive reports on the quality of numeracy teaching and the progress of pupils.
- The policy and procedures will be reviewed annually.
- The Academies Improvement Team will oversee the work of networks.
- Termly Monitoring Visits will take place.
- Standardisation and moderation meetings will be held both across the Trust and through external bodies. Recommendations will be sent to the Academies Improvement Team.

MONITORING

The Trust Board through the Education Scrutiny Committee will as a part of its internal monitoring processes, audit each academy in order to ensure that the academy has complied with the requirements of this policy and the responsibilities delegated to it.