

Ocker Hill Academy



Ocker Hill Academy Maths Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

Rationale and Aims

We aim to provide the pupils with a mathematics curriculum and high quality teaching to produce individuals who are numerate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to the full. It is vital that a positive attitude towards mathematics is encouraged amongst all of our pupils in order to foster confidence and achievement in a skill that is essential in our society. At Ocker Hill Academy we use the National Curriculum for Mathematics 2014 [\[Appendix 1\]](#) as the basis of our mathematics programme. We follow a Maths Mastery approach: exemplified by the resources from the National Centre for Excellence in Teaching Mathematics (NCETM) as provided through the White Rose scheme. We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding. Greater depth in the subject is achieved by pupils staying within the objectives for their year group but working on complex problems (such as those provided by Cambridge University's N - Rich programme). The principles of Assessment for Learning (AFL) underpin learning in every subject at Ocker Hill Academy. As well as developing fluency with fundamental facts (such as times tables) there is also an emphasis on investigation and problem solving. Pupils usually begin with concrete and pictorial understanding of an idea before applying this through mathematical reasoning. The development of teacher subject knowledge is a continuing aim of the academy.

Planning and Teaching

Planning is monitored and supported weekly using a metric that develops both the principles of AFL and Maths Mastery. [\[Appendix 2\]](#). The planning is also monitored and supported so that the academy's calculation policy [\[Appendix 3\]](#) informs the pedagogy. Likewise, the planning highlights the role of teaching assistants (LSP's), the extra support given for those who need it and the focus children who are on the pupil premium register. Finally, the allocation of enough teaching time (typically one hour per day) is also checked.

Feedback

Written feedback to help pupils learn is monitored and supported weekly using a metric based on the pedagogy of a Maths Mastery approach and of AFL. [\[Appendix 4\]](#)

Assessment

Formative assessment (AFL) is used constantly in every exchange between teacher and pupil. A summative assessment judgement of where the pupil is working at is made termly and entered on the academy's SIMS tracker system. This highlights any gaps in learning that need to be addressed. The underlying evidence for the teacher's assessment is monitored termly to support the validity and reliability of the judgement. [\[Appendix 5\]](#)

Learning environment

To support the pedagogy of a Mastery approach to learning, maths resources [\[Appendix 6\]](#) are available in every classroom and are regularly updated and replaced. Individual teachers decide on what their pupils need on display to help them remember and learn key facts.

Inclusion

Maths follows the academy's existing policies on: EAL; SEN; GT; FSM; Equal Opportunities. Selected pupils receive extra intervention by a teacher in a focused small group setting.

Governor involvement

Governors are informed of developments in maths at the academy via action plans, special reports or presentations, progress towards actions and minutes of teaching and Learning (TLR) team meetings

Parents and Homework

Booklets informing parents of what their child is learning at the academy (in all subjects) are sent home every half-term. Maths homework is set by individual teachers bearing in mind the need for a broad and balanced curriculum.

Please see attached files for Appendices.

