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**Corpus Christi Catholic Academy Trust**

**Mathematics Policy**

***“The whole point of learning maths is to be able to solve problems. Learning rules and facts is of course important, but they are the tools with which we learn to do maths fluently, they aren’t maths itself.”***

**Lynne McClure: Director of Nrich**

**The new mathematics curriculum 2014 aims to ensure that pupils:**

* become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
* reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can 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 simpler steps and persevering in seeking solutions

**1. Aims and objectives**

Mathematics teaches us how to make sense of the world around us through developing a child’s ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of mathematics. Effective provision is only deemed so when, ***‘attainment is high and learning and progress are good.’*** (Ofsted)

**Provision should provide opportunities for pupils to;**

* make connections in mathematics
* develop a broad range of skills in using and applying mathematics
* show independence, take initiative, think for themselves and show perseverance
* reason, generalise and make sense of solutions
* use mathematical language and symbols accurately
* develop a sense of passion and commitment for the subject

**Teachers should;**

* inspire pupils
* show excellent subject knowledge
* use resources, including new technology, (including ICT), which make a marked contribution to the quality of learning, (as does the precisely targeted support provided by other adults)
* be acutely aware of pupils’ capabilities and prior learning and understanding and planning is effectively built on these
* provide appropriate feedback to children allowing pupils to understand in detail how to improve their work
* systematically and effectively check pupils’ understanding ***throughout*** the lessons ***‘anticipating where they may need to intervene and do so with striking impact on learning’***
* enable pupils to make connections between topics and see the ‘big picture’
* provide an environment which allows time for thinking and encourages discussion
* use a wide range of teaching strategies to stimulate pupils’ active participation
* provide practical activities
* exploit links between mathematics and other subjects and/or beyond the classroom

**2. Mathematics curriculum planning**

Mathematics is a core subject in the new 2014 National Curriculum and the basis for implementing the statutory requirements of the programme of study for mathematics alongside the Early Years Foundation Stage Profile. We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). See CCCAT Teaching and Learning Policy.

Calculation strategies and appropriate child progression are outlined in the CCCAT Calculation Policy.

**3. Assessment and recording**

We assess children’s work in mathematics from three aspects (long-term, short-term and medium-term). These short-term assessments are closely matched to the teaching objectives.

Assessment of and for learning in mathematics should be effectively managed using a combination of the following evidence sources:

* feedback during lessons, including effective mini-plenaries and plenaries
* marking of children’s work with relevant feedback
* child interviews
* appropriate assessment tests
* peer assessment and feedback sessions

Assessment can inform teachers when setting targets at appropriate stages of the school year and provide a summary of each child’s progress before discussing it with parents. All of this information is recorded and passed on to the next teacher at the end of the year. Further assessment detail can be found in the CCCAT Teaching and Learning policy.

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