



Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

Maths Policy

This policy is in line with the Mission Statement of the School

Document Control

This policy has been approved for operation within Darul Madinah Primary School

Date of last review: July 2024
Date of next review: July 2025
Review period: Annually
Policy Status: Statutory
Owner: Directors

Numeracy is not a subject in its own right. It is a skill which is acquired through being taught mathematics effectively. Numeracy is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy demands a practical understanding of how information is gathered by counting and measuring and is presented in graphs, diagrams, charts and tables. Numeracy is the application of number and computational skills across the curriculum and in daily life.

Through our approach to the teaching of mathematics, through the White rose curriculum we aim to achieve good standards of numeracy in all our learners.

Aims of numeracy

Dar Ul Madinah aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils 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.
- 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.

All years will have a dedicated Numeracy lesson every day at least for one hour.

Teaching and learning

Dar Ul Madinah aims to provide all learners with some direct teaching every day, which is oral, interactive and stimulating. Teaching styles and lesson structure provide opportunities for learners to consolidate their previous learning, use and apply their knowledge, understanding and skills, pose and ask questions, investigate mathematical ideas, reflect on their own learning and make links with other work.

Our approach to teaching is based on four key principles:

- A dedicated mathematics' lessons every day
- Direct teaching and interactive oral work
- An emphasis on mental calculation
- Activities differentiated in a manageable way so that all learners are engaged in mathematics related to a common theme, unless group objectives are diversely different

As much time as possible is spent in each lesson in direct teaching and questioning of the whole class, groups or individuals. There is an appropriate range of elements in the teaching, namely directing, instructing, demonstrating, explaining and illustrating, questioning and discussing, consolidating, evaluating responses and summarising. Learners are encouraged to make decisions, communicate their understanding to others and to reason. Teachers aim to create an environment where learners are secure and feel confident in being able to take risks in their learning.

Teaching mathematics to a whole key stage requires careful organisation. Teachers are responsible for planning and teaching all elements of the mathematics' curriculum to their learners.

Continuity and progression

The yearly teaching objectives and the termly planning are used consistently by all teachers to ensure continuity and progression across the school.

Inclusion

All learners are included in the daily mathematics lessons and have experience of direct, interactive and lively teaching appropriate for their age and stage of development.

During the mental oral session, teachers use a mixture of questions directed at the whole class and some questions pitched specifically at particular groups or individuals within the class, in order to ensure the involvement of all learners. Teachers leave sufficient “thinking time” after questions and use a balance of open and closed questions.

During the main teaching activity, teachers plan activities, which are differentiated around a single mathematical theme.

Across each day all learners have the opportunity to discuss their learning during the plenary.

Learning resources

Each class has its budget for resources and has appropriate quality and quantity of resources for their year group.

The learning environment

Classrooms are stimulating learning environments. Displays contain a mixture of:

- Prompts to stimulate Imagination
- Prompts to help learners develop their understanding and help them remember key facts and vocabulary
- Learners’ work which celebrates achievement.

Homework

Homework is set for learners once a week. This consists of short written exercises or tasks, which consolidate and develop work done in lessons.

Phonic and Literacy

Dar Ul Madinah supports phonics and literacy across the curriculum. Key vocabulary is part of the short-term planning for all subjects. Our Mathematics curriculum supports literacy across the curriculum in the following ways:

- Teaching mathematical vocabulary and technical terms
- Asking learners to read and interpret problems
- Expecting learners to locate and discuss the mathematics in problems
- Expecting learners to explain, argue and present their conclusions to others, both orally and in writing.

Literacy supports Numeracy in both key stages.

Assessment

Assessments in Numeracy are conducted in line with our Assessment Policy. All information is added on sonar tracking system to see the progress of the children. Teachers set end-of-half-term tests and prepare a written report for parents once a year. Parents also have an opportunity to meet with the class teacher to discuss this report and any concerns.

Pupils will sit for Key Stage 1 & 2 SATs tests. Optional Assessment Tests are used for the relevant year.

Monitoring arrangements

Senior management team monitor coverage of subjects and compliance with other statutory requirements through:

- Lesson observations, school visits, meetings with the headteacher and regular reports, etc.
- Planning scrutiny, learning walks, book scrutiny, half termly assessment and progress tracking through Sonar Tracker.

Links with other policies

This policy links to the following policies and procedures:

- Curriculum policy
- EYFS policy
- Assessment policy
- SEN policy
- Equality information