

Westleigh Methodist Primary School Maths Assessment Policy



Written by:	C Coleman
Date agreed:	Sept 2022
Next Review Date:	Autumn 2024
Chairs Signature	

Mission Statement

Westleigh Methodist Primary School aspires to be a Christian family where all can develop to their full potential.

We aim to promote the value of self, others and the environment

Our Vision:

The vision of Westleigh Methodist Primary School is to maintain a small, Christian school where the SLT and staff are knowledgeable about each child's abilities and challenges so that we can offer the most effective support for each individual child to meet those challenges, grow completely as a "well rounded" person and increase his/her skills to perform successfully in all academic areas

Or Mission:

Underpinning our Mission Statement, we seek to sustain a Christian, educational community where:

- ✓ An emphasis on academic excellence is complemented by our concern for each learner's personal growth and spiritual, intellectual, aesthetic, and psychological development.

The curriculum is developmentally responsive, actively engaging children in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society

Safeguarding Statement

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Maths Assessment Policy

Mark

Purpose: To identify strengths and misconceptions, highlighting areas of development through mastery questioning which will inform next steps planning.

Expectations

- Teachers have a secure understanding of the starting points, progress and context of each child from observations made within the lesson.
- Marking must identify successes and errors in pupils work. Ticks will indicate success and a yellow/green dot will indicate errors. Teachers may underline specifically and comment where a child has made an error if necessary by asking a targeted question to be responded to. This will be completed in a green pen.
- Misconceptions, whenever possible, should be addressed within the same lesson. A question mark should be written where teachers ask pupils a question, this should then be actioned immediately by the pupil in purple pen. If misconceptions are identified this will determine what will be taught the following day and any interventions (fix its) or pre-teach sessions that will need to be completed before the lesson. These will be evidenced in the maths journals with a maths intervention sticker.
- Children should be encouraged to self-assess where possible and mark or note in purple pen, particularly within fluency problems as these are repeated frequently across the year.
- Children will take responsibility for indicating if they have used concrete manipulatives to complete their work by noting an **R** in their books.
- Teachers will take responsibility for indicating if the work has been supported using the codes T (teacher support) or TA (Teaching Assistant support) where necessary.
- All marking will be completed before the next lesson.

Plan

Purpose: To enable a high quality delivery of lessons that meet the needs of all learners. Planning is viewed as a process rather than a product.

Expectations

- Staff to focus on national curriculum key objectives and use the White Rose small steps to inform and support them with planning.
- The White Rose Maths scheme overview will be completed in the recommended order and will be used as a long term plan. Any changes to the order (due to loss of coverage in prior years) must be discussed with the maths lead. Coverage will be planned and added to the year group curriculum map.
- Questions to assess, support and challenge ALL learners must be pre-empted from teachers as they put the lesson delivery together. Some of these mastery style open questions should be visible as part of the pupil challenges.
- Fluency and number sense to be planned in daily according to areas of misconceptions highlighted from the lessons and also arithmetic and mental tests. This will be done through fluent in five in years 1-6.
- Teachers need to be clear about differentiation and what is expected from pupils: how SL will be supported and learning scaffolded for them to achieve the objective; challenges for EL to suit the area of maths being studied with further challenge questions or aids available to ensure all experience a productive struggle throughout lessons.
- Teachers should aim to include questions to assess the national curriculum objectives wherever possible to demonstrate a pupils understanding of meeting what is expected of them.
- Pupils may complete diagnostic questions and be regrouped according to their understanding to ensure they are attempting a suitable challenge. These groups should be fluid according to the answers and explanations given, not on the presumption that an above expected child will automatically know the answer and a struggling learner won't. This will vary depending on topic.
- Arithmetic tests (and mental maths tests) to be alternated weekly to support the learning of quick recall mathematical skills. Resources to support this will be provided by Maths Lead. Scores to be recorded to allow teachers and maths lead to monitor progress.

Teach

Purpose: To facilitate learning and enable all children to make progress without limits.

Expectations

- Concrete aids and manipulatives will be encouraged and made available to all children to support the problem solving process, also to complete group and independent work.
- New concepts will be taught through the Concrete, Pictorial, Abstract approach with the use of engaging pictures and manipulatives. Guided examples will reinforce the children's learning through exploration of problems.
- Pupils will be provided with opportunities to work as individuals or in small groups to explore mathematical concepts.
- Applied practice will comprise of questions to further consolidate and allow the teacher to evaluate learning within the lesson so that misconceptions can be addressed in a timely manner.
- Pupils will have the opportunity to show their understanding of mathematical concepts through daily journaling.