



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

Maths Policy

Approved

Date	September 2022
Review date	September 2025

Policy Statement

This document is a statement of our intent, objectives and implementation for the teaching and learning of mathematics at our School.

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Intent

Aims:

- To provide the curriculum set down by the National Curriculum 2014 and Early Years Foundation Stage Framework, and to extend it above the national average. This will ensure they are prepared for secondary school.
- That each child should enjoy mathematics and develop self-confidence in their own mathematical ability.
- That each child should achieve a high standard in numeracy and other aspects of mathematical skills.

Objectives

- Use mental arithmetic strategies to solve problems.
- Use mathematical language with ease when communicating ideas, concepts and reasoning.
- To develop an enquiring mind to explore ideas beyond the curriculum and develop a love of mathematics.
- To foster a knowledge of mathematics so that they can apply known skills and concepts to everyday situations.
- To use computing skills and ICT to understand mathematical concepts and enhance learning experiences.

Implementation

In Reception, topics are based around the curriculum, objectives and assessment from the EYFS mathematics.

EYFS has a focus for the week. They follow the NCETM EY guidance through the Numberblocks programme. The children work either with a teacher, teaching assistant or independently on this focus. Towards the end of Reception, teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into year 1 they are familiar with an hour lesson.

In Key Stages 1-2, topics, aims and objectives are taken from The National Curriculum Framework 2014 and the NCETM Curriculum Prioritisation materials, with other materials to help support the mastery aspect of our curriculum. An overview of maths units is available in appendix 1. The termly plans for maths outline the objectives, expectations and skills expected in the curriculum. Teacher's write unit plans which provide detail for each lesson including teaching, mathematical language, activities and differentiation.

The approach to the teaching of mathematics within Key Stages 1-2 are based on four key principles:

- a mathematics lesson every day
- a clear focus on direct, instructional teaching and interactive oral work with the whole class and group
- following the mastery approach
- an emphasis on mental calculation and problem solving

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities to ensure some elements of mathematics are cross-curricular whenever possible. The topics studied in maths are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school. Many concrete resources are used as an integral part of the curriculum and is used to support understanding of number from EYFS through to, and including, Key Stage 2. Technology is also used as a medium to support understanding and present work.

Impact

Formative assessment is undertaken during a lesson through discussion, mini plenaries and specific questioning between child and teacher and is based on the success criteria for the lesson. It is also carried out through observations of children working in groups or individually. Questioning aims to help children learn by encouraging them to think critically about what they have achieved.

White Rose maths assessments are carried out at the end of units of work and at the end of each term in key stage 1 and 2. They are summative assessments testing the national framework blocks. They will be used by class teachers to inform planning and 'keep-up' interventions. These also provide a record of each child's progress over a year. They will be passed on to the head and Maths Leader for data analysis.

There are opportunities for parents to see work and discuss progress at the consultation evenings and at parental request. However, class teachers are always willing to show and discuss maths at other times. Progress in maths is formally reported in the end of year school report and parents' meetings.

Marking and Presentation

All work should be marked and presented in accordance with the Marking and Presentation Policy.

Equal Opportunities and SEND

- All teaching and non-teaching staff at our school are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at this school.
- All teachers and teaching assistants should be aware of the individual and differing needs of pupils, including those who are able and those with physical, emotional and learning needs.

- Appropriate differentiation will be made to meet the child's needs and the delivery of the curriculum will embrace a range of learning styles. This could be through focused adult support, using equipment appropriate to the task, simplified language etc.
- There will be access to extension work within the subject.

Co-ordinator's Role

The Maths Lead will be responsible for liaising with members of staff to discuss progress and keeping the policy up-dated.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

The Maths Lead helps to order and update resources and acts as a sounding board for helping to teach the subject.

When attending local Maths Lead Network meetings, useful information will be disseminated during staff meetings.

To keep up to date with implementation, there will be regular lesson observations in all classes and pupil interviews.

Computing

Children use laptops and iPads in maths lessons where appropriate. Each classroom is fitted with an interactive whiteboard enabling the teacher to use video clips and demonstration programmes to enrich lessons. The school subscribes to Numbots and Times Table Rockstars.

Resources

Resources are kept in the Pre-School and school classrooms as well as a central maths cupboard located in the hall above the middle building. To support the learning, teachers are encouraged to research and use relevant websites.

Cross Curricular Links – Key Stages 1 - 2

We link our learning in mathematics to other curricular areas where possible. Mathematics based skills are used in other curriculum lessons, i.e. recording data in science or geography, graphing packages in computing or counting totals for money raised at charity events.

