



## Maths Policy

### Equal opportunities

#### **Inclusion and Equality Statement**

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

#### **Intent**

It is the school's intention to allow children to acquire a deep, long-term, secure and adaptable understanding of the subject (**mastery of maths**).

Develop children's confidence, fluency, reasoning and problem solving in all areas of mathematics.

Provide children with the ability to apply these skills in their everyday lives.

To make learning fun and interactive, whilst helping pupils to develop a sense of achievement and satisfaction in their work.

#### ***Purpose***

*The purpose of this policy is to -*

- Establish entitlement for all pupils;
- Establish expectations for staff and pupils;
- Promote continuity, progression and coherence across the school;
- Promote mathematics within the wider school community.

## **Our specific aims of this policy;**

This policy will ensure pupils -

- have efficient and reliable written methods of calculation for each of the four main operations (+ - x ÷).
- use their mathematical knowledge to solve problems, including those with real-life contexts, by selecting the appropriate operations and strategies.
- can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- develop a range of mental calculations strategies, aided by informal jottings where necessary.
- question results and estimate the approximate size of the answer to check the reasonableness of their calculations.
- be provided with and use appropriate resources and models of mathematical ideas and methods to motivate further discovery, application and investigation.
- Participate in lively and interactive lessons and feel that their input is valued.

## **Expectations**

By the time children leave our school, we expect that they will have confidence, fluency and understanding in mathematics, including use of technology. We will always foster an enjoyment of mathematics.

## **Provision**

Provision is made for the full range of abilities in line with the requirements of the New Curriculum and EYFS Early Learning Goals.

The programmes of study are, by necessity, organised into distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who show 'mastery' of concepts should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

## **Time allocation**

The time allocated for Mathematics and tasks set are in line with recommendations for the Foundation Stage Profile, Key Stage One and Two.

In addition, it is expected that cross-curricular links will contribute to pupils' love of Maths, including reflection of character muscles, making links to our Routes to Resilience scheme. These skills will be embedded with continued reference to targets and feedback. Teachers work towards independent learning with appropriate differentiation.

## **Teaching and learning/planning**

There will be at least 5 hours of mathematics taught each week or in the early years a choice of continuous provision activities. Lessons will contain mental and oral work, whole class teaching, differentiated group or individual activities, directed play and time to reflect against the shared objectives at the conclusion of the lesson. The direct teaching element will seek to form a balance between directing, instructing, demonstrating explaining questioning, investigating discussing consolidating and evaluating.

Teachers will use and refer to the Early Learning Goals in EYFS and the National Curriculum Maths Programme of Study for long term planning, and adapt medium term planning from the White Rose Hub Scheme of Work to suit the needs of the class and children being taught. Clear objectives are set and shared with pupils. ICT is used to enhance and compliment teaching. PE is also used to encourage a multi-sensory approach. (E.g. Active Maths) LSAs work to support the teaching of Maths alongside the guidance of the teacher.

## **Inclusion in Mathematics**

All children receive quality first Mathematics teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented – these may include individualised learning intervention sessions or small group interventions using PiXL therapies. Teachers and LSAs work together and monitor progress of these pupils. Pupils working at Greater Depth are planned for carefully. The needs of children with English as an additional language will be met through planning and support where necessary. This is supported by our equal opportunities policy.

## **Parental and community involvement**

We value parental and community involvement and promote this in the following ways –

- Sharing information – newsletters, curriculum workshops and evenings, parents' leaflets;

- Celebrations - assemblies, maths days, displays, whole school events (e.g. Number day NSPCC)
- Homework – in line with our homework policy
- Welcoming parents to support maths in school

### **Assessment, recording and reporting**

Assessments are made in line with our school Assessment Policy, please refer to this for further information. Teachers provide formal feedback to parents three times a year via parents' evenings or in the annual report to parents. Children are assessed on entry and are formally assessed at the end of each key stage. Teachers keep individual records and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils. In addition, we carry out regular moderation (book scrutiny) in staff meetings, with local colleagues in cross-school moderation and also at regional network meetings. Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set aspirational targets. These are regularly reviewed and linked to the school curricular targets.

### **Staff development**

Teachers are expected to keep up to date with relevant and up to date research and subject knowledge. We are committed to developing and engaging with training. Training needs are also identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan which includes the Maths Action Plan. The Maths co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the Maths co-ordinator leads or organises school based training including maths sessions for both teachers and support staff.

### **Resources**

A comprehensive range of resources are available in school. Every class has access to a selection of manipulatives in a maths area, either in class or nearby. In addition, teacher resources are kept as centrally as possible in the resources attic or hub of the school. The school updates and adds to its stock on a regular basis. Digital resources are stored centrally in the hub including recordable devices and ICT programs.

## **Monitoring and evaluation**

Maths is monitored by all teachers, Maths Co-ordinator, the Headteacher and Maths Governor. Having identified priorities, the Maths Co-ordinator constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, pupil interviews, work sampling, learning walks, work with named governors.

Signed \_\_KFord\_\_\_\_ (Maths co-ordinator)

Signed \_\_BBye\_\_\_\_ (Headteacher)