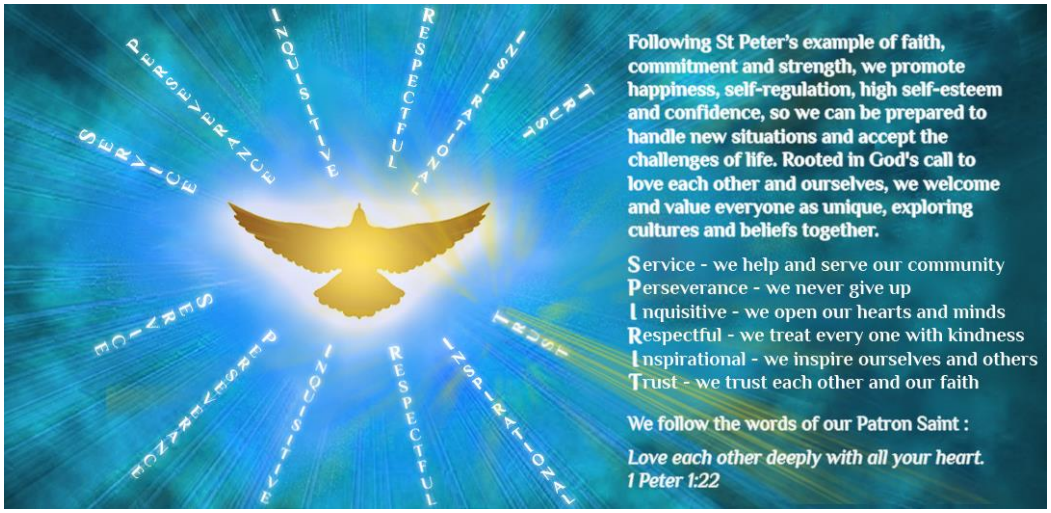
Mathematics Policy



Intent

The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Horbury St Peter's & Clifton CE Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

- We ensure that we deliver a high quality maths curriculum that is both challenging and enjoyable.
- We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problem.
- We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks.
- Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.

Implementation

Our implementation is developed through secure understanding of the curriculum and subject area.

Teaching and Learning, Content and Sequence

- For maths, our long term planning follows the National Curriculum 2014 for Years 1-6 and the EYFS Statutory Framework and Development Matters EYFS document. Weekly and daily lessons follow White Rose small steps for learning. Short term planning is supported by the use of the White Rose Maths Hub materials, Primary Stars, Master the Curriculum and our school calculation policy.
- By using a variety of planning resources we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children.
- Using prior knowledge as a starting point for all future planning and teaching, we plan lessons which are required for all pupils to make good progress.
- Lessons are engaging and follow a cycle of planning, to ensure that we can evidence progress over short and long periods of time.
- Maths lessons are designed with a concrete, pictorial and abstract (CPA) approach, providing our pupils with the scaffolding required to access the learning at all levels.
- We place a large emphasis on pupil engagement and design lessons which involve all pupils using questioning and modelling at the centre of every lesson.
- Timestables are taught during 4 sessions each week through a range of procedural and conceptual games.
- We support the development of fluency in number and arithmetic using the Number Sense and Fluent in Five resources. Children will complete these tasks a minimum of twice a week.
- To implement our intent, we ensure that our children are invested in their learning and are making a positive contribution to their lessons, through strategies such as my turn, our turn, your turn and stem sentences.

Leadership, Assessment and Feedback

- Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at.

- Children who not making the required progress are given extra support through small group sessions and support in class in order to meet our INTENT of developing pupils academically.
- Feedback is given on children's learning in line with our marking policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.
- In order to support teacher judgments, children are assessed using current and reliable tests in line with the national curriculum for maths.
- Analysis of any tests that the children complete is undertaken and fed into future planning.
- Summative assessments are completed at the end of the academic year and help influence the overall judgement reported to parents in the end of year report.

A typical lesson in Year 1 – 6 will be structured like this:

- Two-minute book look back – children refer back to the previous lessons work to address misconceptions identified through marking. This may also be completed as a morning tasks or intervention at another time.

- Real life context – if appropriate the maths will be given a real-life context to ensure the children understand its application and relevance, making their learning meaningful.

- Vocabulary check – new vocabulary will be taught and added to the working wall. This will be referred to throughout the lesson and recapped at the start of each lesson where the vocabulary is relevant.

- Stem sentences – teacher will use a stem sentence aloud that will allow the children to verbalise their learning within the lesson, for example, 'First I count the ones, then I count the tens' when adding two numbers practically.

- Main teaching – this will follow a 'my turn, our turn, your turn' structure.

  My turn: children will listen as the teacher 'thinks aloud' verbalising their thought process. Teacher will use the stem sentence during this to model how it will help them with the task.
  Our turn: The next task is very similar to the one used during 'my turn'. The children will 'support the teacher' by reminding the teacher what to do first, next, then or discussing with a partner.
  Your turn – This task again is very similar to the previous two but this time children work independently, either on whiteboards or using practical equipment. This gives the teacher the chance to make an initial assessment and also support children who are unsure.

- Diagnostic task – children will then complete a diagnostic task of fluency questions with the same structure as the teaching sequence. Children should spend ten minutes on this before the teacher assesses progress, and moves children on to further fluency, reasoning or problem-solving questions / activities.

- During this independent task, teacher will support and extend the learning of children who require it.

- Children will review the lesson's learning with the teacher through a range of activities including self-marking and correction.

Teachers create and use detailed slides that are always available to view on One Drive / shared drive.

Impact

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables.
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics.
- Children show confidence in believing that they will achieve.
- Children show a high level of pride in the presentation and understanding of the work

Assessments

In the Foundation Stage, children are assessed using the Baseline at the start of Nursery and UFS to inform their next steps of learning. Children's progress against the Development Matters statements for all areas of learning are assessed on an ongoing basis and recorded using 2Simple and O Track. These judgments inform the Early Years Foundation Stage Profile at the end of Reception.

Formative Assessments

As part of the ongoing teaching and learning process, teachers will assess children's understanding, achievement and progress in mathematics. Assessment may be based upon observation, questioning, informal testing and the marking and evaluation of work. This will inform day to day teaching and learning and provide feedback to children. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement. O track is used to record these judgments (formative assessments- appendix 1)

Summative Assessments

Each term we then submit a summative assessment to show whether each child is at age related expectations, working towards, or working in greater depth. These judgements are made through compulsory National Curriculum mathematics tests for pupils in year 6 (half termly). In other year groups NFER test materials are used on a termly basis. Teachers also draw upon their class records of attainment and supplementary notes and knowledge about their class to produce a summative record. Accurate information is then reported to parents and the child's next teacher.

Special Educational Needs

Children with particular difficulties and/or who are not making adequate progress as defined within the SEN Code of Practice are carefully monitored. During every lesson the teacher and teaching assistant will work with a focussed group to ensure all children's needs are met. Initially differentiated support, tasks and equipment will be provided for the group. It may be that work additional to, or different from, the wave 1 teaching in the class/group is required, to address targets identified in the child's Supporting Me To Learn Plan / My Support Plan / EHCP. In this case, children will work with support to address these targets through additional intervention from the Teacher and Teaching Assistant. It

is the teachers' responsibility to ensure that all pupils are challenged at a level appropriate to their ability.

The school has an up to date SEN Policy
Support is also available from the Local Education Authority

Equal Opportunities

Positive attitudes towards mathematics are encouraged, so that all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with mathematics. This policy is in line with the school's 'Racial Equality' policy.

The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Lessons involving lots of visual scaffolds will benefit all pupils including those for whom English is an Additional Language (EAL).

Environment

It is important that the classroom environment supports both the learning and teaching of mathematics.
The school aims to provide a mathematically stimulating environment:

- through the development and use of displays to support learning and teaching in a lesson or series of lessons.
- through interactive displays that promote mathematical thinking and discussion
- by providing a good range of resources for teacher and pupil use.
- By displaying key vocabulary, stem sentences and key knowledge for that topic area on a maths working wall

In every classroom, practical resources should be available to support abstract mathematical thinking.

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of mathematics through homework.
Homework provides opportunities for children

- to practise and consolidate their skills and knowledge, including numbers, number bonds, and multiplication tables.
- to develop and extend their techniques and strategies, and
- to share their mathematical work with their family
- to prepare for their future learning.

Formal homework is set weekly and is largely parallel to the work being covered in class. Children are also encouraged to use TT rockstars (Y2-6) and Numbots (Y1+) at home.

Mathematics Leads - J Gallagher

September 2024
Next Review: September 2025