



Stanbridge Lower School

Mathematics Policy

Reviewed March 2021

1. RATIONALE

1.1 Mathematics is about numbers, space, shape, measure and data handling, related to problem solving in the real world.

1.2 We believe maths should be taught from a young age in a practical way, using resources, methods, equipment and the environment to build mathematical concepts visually in children's minds.

1.3 We feel children should develop their mental agility alongside this and recording maths processes should be secondary to gaining mathematical understanding of concepts. Recording of maths should be relevant to the process and stage of development of the child.

1.4 We aim to make mathematics an enjoyable and fun experience through providing relevant and personalised learning experiences depending on the age and ability of the child.

2. AIMS

2.1 We aim to:

- enable children to become numerate by encouraging them to be fluent in and have rapid recall of basic number facts.
- use practical resources, methods, equipment and the environment to develop mathematical understanding of concepts.
- excite and enthuse children with a love of mathematics.
- make children efficient problem solvers.
- encourage the use of language associated with mathematics.
- personalise children's learning of maths through setting targeted intervention and support where needed.
- follow White Rose Maths Calculation Policies when teaching calculation strategies.

3. INTENDED OUTCOMES

3.1 The programme of learning we provide will enable pupils to:

- be effective and confident problem solvers.
- have the opportunity to work individually and collaboratively in a variety of situations in the classroom.
- have access to the appropriate resources to assist learning.
- experience a range of teaching styles.
- experience working in an environment where work is celebrated and rewarded.
- practise their numerical skills in an ICT environment.
- use data handling skills in ICT and across the whole curriculum.

4. TEACHING OF MATHEMATICS

4.1 The children are grouped into year group sets. A few children are set in groups according to their ability, taking into consideration maturity, outlook and individual needs. Within the teaching groups children will work and be taught as a whole class, in groups, in pairs and individually.

4.2 Maths groups are organised in the following ways:-

- Reception
- Year 1
- Year 2
- Year 3
- Year 4

4.3 Termly assessments are carried out and results analysed in order to place children in the appropriate group.

4.4 The children receive a minimum of 50 minutes of numeracy each day.

4.5 We follow the White Rose Maths Scheme, which is informed by the objectives set out in the National Curriculum 2014.

4.6 In addition the school targets children across year groups, particularly those children with SEND, who might need more support with maths. Interventions can then be offered to ensure progress across the curriculum.

4.7 ICT is used to teach, reinforce and enhance numeracy objectives where applicable.

4.8 All teachers follow the White Rose Maths Calculation Policies for the teaching of calculation strategies.

4.9 All teachers teach mathematical concepts through practical and exploratory activities, methods and resources.

4.10 Maths teaching is not only restricted to the Maths lesson. Maths teaching is integrated across the teaching day through the use of daily maths challenges around school, interactive displays, role play areas and working walls, all of which children can access across the school day.

4.11 Homework is set each week in the form of an activity or worksheet, linking to the children's current maths learning, or revising key concepts or gaps in learning. This will support them in consolidating their understanding of learning taking place in school. For children in Years 2-4 homework will include a practise of multiplication tables, to be set using Times Tables Rock Stars. This will help to improve children's understanding of and rapid recall of multiplication facts, as well as develop the fluency in these facts needed to complete the Multiplication Tables Check in Year 4.

4.12 Time (up to 5 minutes) is given at the beginning of every lesson to practise fluency and rapid recall of key number facts. In Years 2-4 this will focus on practise of times tables up to 12x12, supporting learning taking place on Times Tables Rock Stars out of school. In Year 1, this will focus on addition and subtraction facts up to 10+10. These will also be practised in Years 2 and 3 to ensure fluency is secured.

5. PROGRESSION AND CONTINUITY

5.1 The Reception teacher teaches maths through discovery learning, using the Hygge approach to Early Years Teaching and Learning. Maths is taught in context, linking to a specific topic, and allows for focussed activities to spark children's interest in and understanding of maths.

5.2 Teachers in Key Stages 1 and 2 follow the White Rose Maths scheme of learning. This scheme splits objectives from the National Curriculum into teaching blocks, building on learning across the year and from previous years. Each block is split into a series of 'Small Steps' to ensure progression of key concepts and skills, and to ensure larger ideas are taught in manageable and easy to understand chunks. Teachers adapt this scheme as needed, progressing at a pace that suits the capabilities and needs of the children in their class.

5.3 The Head Teacher receives copies of the medium term plans and the subject leader receives copies of the teacher's weekly planning sheet. The subject leader and the Head Teacher scrutinise the plans to ensure progression is appropriate. This is available to view on the school website.

5.4 Monitoring of children's books and planning is carried out termly to ensure continuity, progression and curricular coverage. Teachers are given developmental feedback following this.

5.5 Samples of assessed work are dated and annotated with teacher comments and are kept in the Maths Portfolio which is compiled by the subject leader.

5.6 Progress meetings take place at least termly, where the progress of all pupils, and especially those with SEND is monitored. Where necessary, interventions are then put in place, to support children with SEND in making expected or good progress, and specialist knowledge is given to the Class Teacher/LSAs/Intervention Teacher to further support these children in their learning.

6. ASSESSMENT

6.1 Class teachers carry out both formal assessments once each term using the White Rose Maths Half Termly assessments. These are marked and used to assess pupil progress and attainment, and are recorded in the Maths Profile. Any supporting samples of assessed work are dated and annotated with teacher comments and are kept in the Maths Profile. Informal assessments using Assessment for Learning techniques are carried out each lesson.

6.2 The class teacher sets both group and individual targets which inform planning, peer assessments. Next steps in learning are identified through our assessment package called Classroom Monitor, as well as using the Small Step progression from White Rose Maths to identify any gaps in learning.

6.3 Targets are shared, discussed and agreed with both parents and children at key points across the year.

6.4 The Head Teacher collects assessment data from each teaching group every term; the progress of individual children is tracked and monitored using Classroom Monitor.

6.5 Assessments at the end of Early Years, Key Stage 1 (SATs) and Year 4 (Multiplication Tables Check) will be carried out in accordance with national guidelines.

6.6 The Governing Body are regularly informed of both informal and formal assessments. Each year the Head Teacher and Teacher governor meet with the Curriculum and Performance Monitoring Committee in November and June to share results.

7. RECORDING AND REPORTING

7.1 Parent Consultations are held three times each year where progress and attainment are shared with parents.

7.3 A summative report on children's progress is given to parents in the form of the Annual School Report.

8. REVIEW PROCEDURES

The school's policy for Mathematics will be reviewed when;

- Two years have elapsed.
- There have been changes in staffing or pupil intake.
- There have been changes in national curriculum requirements.
- The school wishes to renew the policy.

Kirsty Waller
Mathematics Subject Leader
March 2021

This policy was ratified by the full governing body.

Date of meeting:.....

Signed.....Chair of Governors