



Baslow St-Anne's

C of E

Maths Policy



Growing healthy minds and hearts together



“Life in all its fullness”

Version/ Issue	Date	Author	Reason for Change
2	September 2018	J Christie S Ferguson	Updated with current practice
3	October 2021	J Christie S Ferguson	Revised EYFS Framework 2021 added for curriculum coverage

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian and human values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness' with our key values of respect, kindness and diversity embedded in all we do, nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

The aims of the 2014 National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics.

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance.

The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
- understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces, and measures

The purpose of mathematics in our school is to develop:

- positive attitudes towards the subject and awareness of the relevance of mathematics in the real world
- competence and confidence in using and applying mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately

- initiative and motivation to work both independently and in cooperation with others
- confident communication of maths where pupils ask and answer questions, openly share work and learn from mistakes
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and investigation

We aim to provide a stimulating and exciting learning environment that takes account of different learning styles and uses appropriate resources to maximise teaching & learning.

Breadth of study Careful planning and preparation ensures that throughout the school children engage in:

- practical activities and games using a variety of resources
- problem solving to challenge thinking
- individual, paired, group and whole class learning and discussions
- purposeful practise where time is given to apply their learning
- open and closed tasks
- a range of methods of calculating e.g. mental, pencil & paper and using a calculator
- working with computers as a mathematical tool

Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply mathematics across all subject areas.

Role of the Maths Subject Leader

- To lead in the development of maths throughout the school.
- To monitor the planning, teaching and learning of mathematics throughout the school.
- To help raise standards in maths.
- To provide teachers with support in the teaching of mathematics.
- To provide staff with CPD opportunities in relation to maths within the confines of the budget and the School Improvement Plan
- To monitor and maintain high quality resources.
- To keep up to date with new developments in the area of mathematics

Teachers planning and organisation

Long term planning

The National Curriculum for Mathematics 2014, Development Matters, [the revised EYFS Framework 2021](#) and the Early Learning Goals.

Medium term planning

Years 1-6 use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart. They ensure teachers stay in the required key stage and support the ideal of depth before breadth, additionally supported using White Rose Small Steps Guidance and Examples which can be found on the server. They support pupils working together as a whole group and provide plenty of time to build reasoning and problem solving elements into the curriculum.

Short term planning

The above schemes of learning support daily lesson planning. Lessons are planned using a common planning format with some flexibility to suit teachers and are monitored at intervals by the mathematics subject leader. EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Special educational needs & disabilities (SEND) Daily mathematics lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's IEP's incorporate suitable objectives from the National Curriculum for Mathematics or development Matters and teachers keep these in mind when planning work. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the mathematics lesson. Maths focused intervention in school helps children with gaps in their learning and mathematical understanding. These are delivered by trained support staff and overseen by the SENCO and/or the class teacher.

Within the daily mathematics lesson teachers have a responsibility to not only provide differentiated activities to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability and any concerns raised and discussed with subject leaders/SENCO.

Equal Opportunities

Positive attitudes towards mathematics are encouraged, so that all children, 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.

Lessons

In all lessons, tiered teaching and learning to ensure progression for every child. Learning objectives and success criteria and key vocabulary are clearly displayed and/ or discussed. The emphasis in lessons is to make teaching interactive and lively, to engage all children encouraging them to talk about mathematics. Lessons involve elements of:

- Regular consolidation of number through games, paired and group activities to rehearse, sharpen and develop mental and oral skills;
- Instruction – giving information and structuring it well;
- Demonstrating – showing, describing and modelling mathematics using appropriate resources and visual displays;
- Explaining and illustrating – giving accurate and well-paced explanations;
- Questioning and discussing – a variety of open and closed questions;
OPEN – Using multiplication, give me an answer of 24
CLOSED – 3×8
- Consolidating;
- Reflecting and evaluating responses – identifying mistakes and using them as positive teaching points;
- Summarising – reviewing mathematics that has been taught enabling children to focus on next steps

Pupils' Work

KS1 – short date and title (Y2 by the end of Summer term to use the objective sheets)

KS2 – Objective sheets to be stuck in books.

Children are taught a variety of methods for recording their work and are encouraged and helped to use the most appropriate and convenient. Children are encouraged to use mental strategies and their own jottings before resorting to more formal written methods. Children's own jottings to support their work is encouraged throughout all year groups. In addition to their maths books, children have a maths folder for worksheets.

Marking

Marking of children's work is essential to ensure they make further progress. Work is marked against success criteria, in line with the school marking policy, and includes next steps. Children are encouraged to self-assess, peer assess and comment on their learning. They are given time to read teachers' comments and make corrections or improvements. Responses to marking are made as close to the work as possible, ideally at the start of the next lesson. Some pieces of work in mathematics can be marked by children themselves, exercises involving routine practice with support and guidance from the teacher – particularly in years 5 & 6.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through;

- tiered teaching
- peer and self-assessment
- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations
- termly assessments during allocated weeks (see assessment calendar)

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Long term

Y2 and Y6 complete the national tests (SATs) in May. Years 3, 4 and 5 complete optional SATs papers which inform teacher summative judgements in the summer term.

Resources

Each class has a stock of core resources to support learning. Additional mathematical equipment and resources are stored centrally in the stock room at the back of class 4. Outdoor learning and real-life links/resources should be used as often as possible to aid learning.

Reviewed and updated by J Christie & S Ferguson September 2018 – Maths Subject Leaders

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