Weald

Primary School



 Maths Policy

May 2023

**Maths Policy – Weald Primary School**

# VISION STATEMENT

# Independence and self-confidence are viewed as the key drivers to a happy and productive life and these are nurtured sensitively through Character Education and the caring, positive relationships which underpin everything that we do at Weald. Children are encouraged to fulfil their potential through a broad and creative curriculum that meets the needs of all pupils.

# Introduction

At Weald we believe that Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them.

The National Curriculum order for mathematics describes in detail what pupils must learn in each year group. Combined with the Weald Calculation Policy, this ensures continuity and progression and high expectations for attainment in mathematics.

It is vital that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster confidence and achievement in a skill that is essential in our society. At Weald we use the Whiterose Mathematics scheme of learning as the basis of our mathematics programme. We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education. Assessment for Learning, an emphasis on investigation, problem solving, and the development of mathematical thinking are therefore essential components to this subject

**Accountability**

This policy outlines the learning, teaching, organisation, and management of Maths at Weald CPS. The implementation of this policy is the responsibility of all teaching staff.

The role of the **Maths Leadership Team** is to:

* Support colleagues in teaching the subject content and developing their skills in planning, teaching, and assessing Maths.
* Update and oversee the audit of resources needed to deliver the curriculum.
* Monitor progression and evaluate the impact of the learning and teaching of Maths
* Review regularly the curriculum content and pedagogy
* Keep up to date with developments in the teaching and assessment of Maths

# Aims and Intent

Become fluent in the fundamentals of mathematics

* Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
* Reason mathematically by following a line of enquiry
* Using mathematical language
* Solve problems by applying mathematics

# Implementation: Teaching and Learning

The teaching of Numeracy will be in line with the whole school teaching and learning policy, following a mastery approach.

* **high expectations for every child**
* **focus teaching on using mathematical principles to problem-solve**
* use of manipulatives and mathematical vocabulary to explore maths
* understand basic concepts thoroughly and then build on these
* spend longer on topics so that pupils become fluent in them
* develop problem solving where possible
* build confidence, resilience and the ability to tackle any problem rather than repeating routines without grasping the principles

**Curriculum planning**

Mathematics is a core subject in the National Curriculum, and we use it as the basis for implementing the statutory requirements of the programme of study for mathematics. At Weald we use the ‘Whiterose’ curriculum to help plan and deliver our Mathematics, we also try to use other resources to support the teaching of mastery and reasoning. Resources such as NCETM, Oxford Owl Numicon and Hamilton trust. The Maths Curriculum is divided strands of learning which are learnt throughout the year, these are:

* + Number and Place Value including Roman Numerals and Binary
	+ Addition and Subtraction
	+ Multiplication and Division
	+ Fractions
	+ Measures
	+ Geometry
	+ Statistics
	+ Ratio and Proportion – Key Stage Two only
	+ Algebra – Key Stage Two only

**Maths in other subjects:** The National Curriculum places high emphasis on the importance of making links across the curriculum. We plan for opportunities where maths will contribute to other subject areas. Staff are given time at staff meetings to work in curriculum teams to ensure these links are being made:

* **English:** the teaching of Mathematics supports English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons we expect children to read and interpret problems, to identify the mathematics involved. They are also improving their command of English when they explain and present their work to others.
* **Science:** the mathematical skills being used in Science have been mapped out for the whole school and ensure that the pitch and expectations are appropriate to each year group. Teachers are expected to refer to this document when planning.
* **Computing:** computing enhances the teaching of mathematics as it is particularly useful for mathematical tasks e.g. position and direction. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children can understand concepts more quickly.
* **PSHE:** the teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.
* **Physical Education:** Physical Education provides many opportunities to reinforce the use of mathematical vocabulary. The children will be able to reinforce their understanding of terminology in a practical and engaging context, which many not always be possible in a classroom-based lesson.
* **Design Technology (DT) and Art:** Art and DT provide further exciting opportunities for children to reinforce concepts through engaging and perhaps more unusual contexts. Teachers will plan to explore and use mathematical skills throughout these units of works.
* **Humanities:** The History, Geography and Religious Education curriculum create further opportunities for children to consolidate mathematical concepts. The children will have the opportunity to explore chronology and investigate the value of numbers in a variety of contexts. They will also investigate sets of data and be able to draw contrasts and analyse trends using mathematical vocabulary.

## **Inclusion:**

All children are entitled to the full range of activities and experiences in Numeracy. Children identified as having Special Educational Needs, or indeed, any child who experiences a learning difficulty, should receive positive encouragement. Moreover, children should be encouraged to understand other peoples’ viewpoints and interpretations.

We aim to ensure those children with Special Educational Needs receive appropriate support. To this end, we adhere to the Whole-School Policy on Special Educational Needs

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# Impact: Assessment and Monitoring

**Assessment:** assessment is a fundamental part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their classes. In our school we see assessment as a vital part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, benefitting the pupils and ensuring progress.

The Numeracy Assessment policy operates within the framework of the whole-school Assessment Policy.

* Teacher assessment should always be positive. It should help children to understand what they are learning and recognise their own progress.
* It is important that clear learning outcomes are therefore provided.
* There should be a balance of assessment methods, including formative, summative, and diagnostic assessment.
* Children must be at the centre of the whole process; this will ensure opportunities to discuss progress, as well as for self-assessment.

**Assessment Methods:**

* Marking of written work, with verbal and/ or written comments.
* Peer group assessment.
* Pupil self-evaluation.
* Regular discussions of progress between pupil and teacher.
* Key Stage tests
* Diagnostic, mid-term, and end of term assessments

## **Reporting:**

* Parent Consultation evenings (twice yearly)
* Written report (yearly)

Moderation (How are Standards agreed and maintained?):

The following processes all contribute to standards being set and maintained across the school:

* Group moderation of children’s work. This needs to be regular and involve all members of staff. Moderation is also done with partnership schools to ensure consistency
* Standardisation of internal assessments.
* Book looks at staff meetings with staff and governors.

**Parental Partnership:**

We encourage parents to be involved by:

* Inviting them into school on two occasions throughout the year to discuss the progress of their child;
* Providing curriculum information for each term;
* Running curriculum evenings to inform parents of our teaching approaches;
* Engaging with their children to discuss their learning

**Reviewed: May 2023**

**To be reviewed: September 2023**