

Enrich Enjoy Excel



EASTRINGTON PRIMARY SCHOOL

Mathematics Policy

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Chair of Governors: Alvin Fernandes

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Mathematics Policy

1. Rationale

Our mathematics policy reflects the essential part that mathematics plays in the education of our pupils.

All children are encouraged to enjoy mathematics and become more enthusiastic mathematicians by developing their mathematical skills, knowledge and understanding through practical experiences, which have relevance and purpose in everyday situations. It is important that children develop the skills of numeracy to become lifelong learners.

2. Aims

The aims of teaching mathematics at Eastrington Primary School are:

- To develop a growth mindset about ability to learn mathematics;
- To develop a positive attitude towards the subject;
- To become confident and proficient with number; including fluency with mental calculation and looking for connections between numbers;
- To be fluent in the number facts, including the times tables and apply this knowledge;
- To create problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics;
- To develop mathematical language which children can use appropriately;
- To help children to become independent learners and to work cooperatively with others;
- To give a real-life context to learning in Mathematics;
- To ensure there is a progressive and sequential approach to the teaching of mathematics, resulting in an embedded ethos of achievement;

3. Organisation

A. Teaching and Learning

At Eastrington Primary School, Maths is taught throughout our school from Nursery to Year 6 on a daily basis. Lessons, experiences and activities and learning are carefully planned to meet the needs of our children. We use White Rose Maths as well as NCETM documents to support the planning process, ensure consistency across school and build upon specific mathematical vocabulary.

Teaching Approaches

Teachers use a range of teaching strategies to engage the children in maths and ensure progress is made by all children within a class; no set formula is used. A typical lesson would include:

- Both teaching input and pupil activities,
- A balance between whole class, guided grouped and independent work, (groups, pairs and individual work)
- effectively differentiated activities/objectives and appropriate challenge.

Sometimes the focus for the session is new learning, at other times pupils may be practising, to master the application of a concept they have learned earlier. The focus of the session may vary for different children depending on their learning needs.

At times there may be opportunities to develop skills and understanding of mathematics through additional activities, some of which may take place at home.

Teachers plan learning that is differentiated to meet the needs of all pupils, whether they have a specific learning difficulty in maths or whether they are particularly able.

Teachers endeavour to differentiate learning appropriately for high attaining, middle attaining and low attaining pupils – including individual work for a pupil with additional special educational needs when required.

Children from Year 2 to Year 6 take part in a Times Table programme called Times Tables Rockstar. Times Tables Rockstar is a carefully sequenced programme of daily times tables practice. We use both the paper form and online form of this programme. TT Rockstars enables children to learn quick recall of multiplication knowledge which is fundamental for all children to master in order to be competent mathematicians. This programme has proved to be very effective in successfully boosted times tables recall speed and accuracy of our students.

Target Setting

Teachers set termly individualised targets for each child which allow children to focus on a key concept identified as posing a problem to the individual.

B. Planning

The 2014 National Curriculum is the basis for implementing the statutory requirements of the programmes of study.

The 2014 National Curriculum for mathematics aims to ensure that all pupils:

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems;*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

Teachers plan their lessons from both the 2014 National Curriculum and The White Rose Hub. We follow the topics outlined in the White Rose Unit blocks for our long-term planning; and due to the nature of our classes being mixed age, we have adopted the White Rose mixed age new for 24-25 scheme of learning.

The following resources are an example of what is used to assist teachers with their planning:

- White Rose Maths Hub
- NCETM website and resources
- NRICH resources
- Grammarsaurus
- Primary Stars Education

At Eastington Primary School we ensure fluency, reasoning and problem solving are an integral part of our Maths planning.

Our detailed planning ensures progression across the full range of mathematical skills and practices. The class work together on the same key point, whilst at the same time challenging and supporting pupils to gain depth of understanding and proficiency.

D. Foundation Stage

In Foundation Stage, work is related to mathematical development detailed in the EYFS Framework. Teachers support children in developing and expressing their understanding of problem solving, reasoning and numeracy in a broad range of contexts through exploration. Teachers offer opportunities for these skills to be practised, in order to give children confidence and competence in their use. This Area of Learning and Development includes seeking patterns, making connections, recognising relationships, working with numbers, shapes,

space and measures, and counting, sorting and matching. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other Areas of Learning and Development. Mathematical understanding will be developed through whole class sessions as well as stories, songs, games and imaginative play. In EYFS we use Tens Frames and Part Whole models to support the children with developing a deep and secure understanding of mathematical concepts. These manipulatives are also used in KS1 to further support learning.

E. Cross-curricular links

The teaching of mathematics contributes significantly to children's understanding of other curriculum areas. Links are planned and taught where appropriate.

F. Marking

In line with the school marking policy, all work will be marked. We will achieve this using a variety of strategies including self-marking, peer marking, discussion in groups, and marking for a purpose. The class teacher will oversee this marking and ensure that red pen work is regularly taking place to ensure that the children are reflecting on their work.

G. Resources

Mathematical materials, equipment and basic resources are stored in classrooms and a central resource cupboard. The Mathematics Subject Leader is informed when equipment needs replacing or supplementing. The children are shown how to take care of equipment and resources and they are encouraged to select materials or resources suitable for the task in which they are engaged.

Mathematics contributes greatly to the development of ICT skills and competencies. ICT is linked to mathematics where appropriate (for example, children are taught how to use spreadsheets in data handling). iPads are also used to support specific intervention sessions or to further enhance delivery of mathematics in classrooms. Times Tables Rockstars is an online programme and app that we use both at home and school to ensure that the children have a sound rapid recall of the times tables and their associated division facts.

5. Assessment

Formative Assessment

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria and effective feedback and response in their teaching.

We use the new Puma Assessment maps for our continuous assessment. This assessment is a systematic and objective way of finding out how well a learner has learned a given set of objectives.

Summative Assessment

Summative assessments are carried out each term to review the progress that the children are making in relation to the key objectives. The School utilises Puma Assessment materials to carry out termly assessments. The results of these tests are used to inform future planning. These assessments analyse gaps in learning to inform targeted teaching. They generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.

We currently administer the compulsory end of Key Stage 2 National Curriculum mathematics tests to children in Year 6.

6. Monitoring and Evaluation

The class teachers, the Mathematics Subject Leader and the Headteacher will monitor the approaches detailed in this policy. The subject leader will scrutinise a selection of books from each class, carry out pupil voice and lesson observations on a termly basis. The teachers will receive feedback about their books and improvements/recommendations will be given immediately.

7. Special Educational Needs

Through the assessment systems in place, teachers identify children who are experiencing difficulties in Mathematics. They bring such children to the attention of the Special Educational Needs Co-Ordinator, and a decision is made as to the appropriate support and parents are informed. The Mathematics Subject Leader is informed if necessary.

The Special Educational Needs Co-Ordinator / class teacher / Mathematics Subject Leader may decide to prepare a Termly Support Plan if necessary.

In line with the school policy on Special Educational Needs, the class teacher will ensure that pupils have work planned to meet their needs. Teaching assistants will also provide additional support if necessary. Those pupils with significant needs in mathematics will have specific mathematical targets set when writing their Termly Support Plans. Children on the SEN register will receive regular interventions which are tracked weekly on their own personalised tracker.

8. Equal Opportunities

The School provides a broad and balanced mathematics curriculum for all pupils. Effective learning opportunities are provided for all pupils, with relevant and appropriately challenging work throughout the key stages. In

cases of physical or sensory disability, the School endeavours to provide additional support so that the child has full access to the curriculum.

All the mathematics we work on shows positive images of the various groups in society.

9. Health and Safety

Children are made aware of their responsibility regarding safe and sensible use of equipment. All equipment used is of a suitable nature.

10. Evaluation and Review

The mathematics policy will be reviewed in Autumn 2026

Staff Responsible:

Mrs. Gallagher (Headteacher)

Mrs. Welbourne (Mathematics Subject Leader)

Mrs Claire Goodwin (Governor responsible for over-seeing mathematics)