Fishergate Primary School

Maths Policy

Introduction:

This policy outlines the teaching, organisation and management of the Maths taught and learnt at Fishergate Primary School. The school's policy is based on the 2014 Primary National Curriculum. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Key Principles:

Children develop deep and lasting understanding of mathematical procedures and concepts by:

- Developing learning behaviours that are such that pupils focus and engage fully as learners who seek to make connections.
- Being taught using a mastery curriculum that is coherent and sequenced to build on existing knowledge.
- Solving problems to create inquisitive learners.
- Using real-life contexts.
- Teachers developing specialist knowledge for teaching mathematics.
- Everyone learning and enjoying mathematics.

Implementation:

Our Long Term Planning is developed from the National Curriculum for Key Stage 1 and 2 and from the Early Learning Goals for the Early Years. Teachers' planning makes use of a range of other resources such as NCETM spines, White Rose Small Steps and Mastering Number. These support teachers in developing carefully planned lessons to create a coherent curriculum. In Early Years, children experience a mixture of whole class teaching, group inputs as well as Maths being carefully woven into areas of provision.

In the Classroom:

- Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence.
- All classes are taught daily Maths lessons.
- Early Years and Key Stage 1 have additional Mastering Number sessions lasting 10 minutes x4 per week.
- All children in the Early Years will have access to Maths provision activities throughout the rest of the day.
- In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.
- Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively.
- If a pupil fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind. This could be through intervention outside of lessons.

- Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.
- Key number facts are learnt to automaticity, and other key mathematical facts are learned deeply and practised regularly, to avoid cognitive overload in working memory and enable pupils to focus on new learning.
- Most classes use mixed ability pairings to provide peer support and challenge and enable all children to be on the same mastery journey.
- Adults in the classroom will focus their time on the children who need extra support to access the main activity, perhaps working with concrete apparatus before moving onto pictorial and abstract concepts.

Speaking & Listening:

To develop pupils' knowledge and use of a wide range of mathematical vocabulary, teachers will give plenty of opportunities for discussion between mixed ability pairs of children. This could comprise of the chance to: define key words, describe strategies, explain a strategy choice, explain their understanding of a key concept.

Within lessons children will be encouraged to share answers, ideas and thoughts with the whole class. Teachers will employ strategies to avoid 'hands up' to ensure that all children are actively thinking and learning throughout the lesson.

Homework:

The daily mathematics lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. In Key Stage 2, these will be extended through regular weekly homework, including TTRockstars. In Key Stage 1, children will be given number bonds and times tables to learn systematically.

Links between Mathematics and Other Subjects:

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

How we cater for pupils who are more able:

More able pupils will be taught within their own class and stretched through mastery challenges on the objective being taught, to deepen their knowledge and understanding. Mastery tasks will be made available to independently access in the classroom.

Pupils with special educational needs and individual education plans:

Teachers will aim to include all pupils fully in their daily mathematics lessons. Children may need to access the lesson using concrete apparatus. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. Pupils who need further support

may be identified for extra help by the class teacher or teaching assistant within lessons, alongside being withdrawn for a more individualised approach by the school's SENCO.

Intervention programmes are run for groups of identified pupils and take place outside of the numeracy hour. These include Rapid Maths and Mathletics, as well as teacher and TA-designed targeted group work. It is the class teacher's responsibility to identify the children who would benefit from these lessons and to plan them into suitable places in their medium term planning. Daily interventions will be identified and reviewed termly on each phase's intervention timetable.

Assessment for Learning:

In every lesson teachers will strive to ensure that children are aware of what they are learning, why they are learning it and how they can achieve it. This is in line with the school's AFL policy. Learning objectives will be clearly shared with the pupils, alongside their 'memory lane' to show how their previous learning will support their current learning. Children in Key Stage 2 will be given opportunities to self- assess.

Assessment will take place at three connected levels: daily, end of unit and formal assessment points during the year. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Daily assessments will be an informal part of every lesson to check children's understanding and give the teacher information, which will help to adjust day-to-day lesson plans.

Children's progress will be monitored using the DFE's age related expectation guidelines. The results from summative assessments will be fed into the school's DC Pro system to review children's progress through the year. In the summer term, the school will use SAT and optional test data.

Management of Maths

Role of the Subject Leader:

- Ensure teachers are familiar with the school's policy and practice and help them to plan lessons
- Provide staff with accurate analysis of data
- Plan Maths Action Plan in response to data analysis
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENDCO
- Observe colleagues with a view to identifying the support they need
- Attend INSET to ensure Fishergate is up-to-date with new initiatives
- Monitor standards in the teaching and learning of Maths
- Teach demonstration lessons
- Discuss regularly the progress of implementing the Maths policy in the school with the Headteacher and the governing body.

Role of the Headteacher:

- Lead, manage and monitor the implementation of the National Curriculum, including monitoring teaching plans and the quality of teaching in classrooms
- With the Senior Leadership Team, keep the governing body informed about progress and standards
- Ensure that Maths remains a high profile in the school's development work
- Deploy support staff to maximise progress in Maths

Date of Policy **July 2023**

Review **July 2026**

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