

# St Mary's

## Catholic Primary School



**Maths Policy - Sept 2022** (Review: Sept 2023)

## **Rationale**

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

## **Aims and Objectives**

- A positive attitude towards mathematics and an awareness of the fascination of mathematics;
- Competence and confidence in mathematical knowledge, concepts and skills;
- An ability to solve problems, to reason, to think logically and to work systematically and accurately;
- Initiative and an ability to work both independently and in cooperation with others;
- An ability to communicate mathematics;
- An ability to use and apply mathematics across the curriculum and in real life;
- An understanding of mathematics through a process of enquiry and experiment.

## **Teaching and Learning**

Teaching in maths should develop pupil's understanding of important concepts, techniques and recall of facts, enabling children to work independently. Opportunities are provided for problem solving in different contexts, discussion and investigations. These should be done in a creative and imaginative way, making links to other areas of study, real life, books and the outdoor environment.

This ensures that teaching is done using an appropriate range of resources and teaching strategies. The use of Inspire Maths Mastery and other resources allows our children to learn through a range of manipulatives on a daily basis, if needed. Children will leave KS1 with a secure understanding of number so they are able to make links between areas in KS2. Maths is taught on a daily basis; during most lessons, staff provide a fluency and/or times tables starter, question children relating to the National Curriculum standards, stretch children through challenging, reasoning problems and offer effective, immediate, intervention to children who are struggling to understand the concept. Staff teach an effective Arithmetic lesson once a week to improve instant recall and develop understanding of calculations and arithmetic strategies. This allows children the opportunity to progress as much as possible and have every opportunity to achieve fluency and reason mathematically by the end of KS2. Children who are below age-related expectation receive afternoon interventions (especially in KS1) to help close gaps in knowledge.

## **Planning**

Lessons will be based on the Inspire maths, which follows the new curriculum; staff will follow the 'small steps' guide. Planning will be done weekly. Teachers will use the end of year statements to identify gaps and to inform their planning to ensure pupil progress. Planning will be shared with support staff each Monday morning at the latest.

## **Same-Day Intervention (SDI)**

- During the same day intervention, pupils who fully achieved the learning objective are able to move on to the deeper learning tasks, including open-ended challenges. These activities develop the deep understanding required for mastery.
- Those who require additional support will work with the class teacher and will have an intervention to address their misconceptions. This lasts for approximately 20-30 minutes.

Although this is a typical maths lesson, we know there are times when there needs to be flexibility within the lesson to meet the needs of groups or individual children, for example, mini plenaries throughout the lesson, additional mental and oral sessions, extended main activities, etc.

Maths in the Foundation Stage aims to build basic skills which will be built upon in later years, objectives are taken from Development Matters and exemplary guidance that the LA have produced and mastery/reasoning is taken from year 1 maths hub documents. Areas of provision within the classroom support maths, ensuring children are able to access throughout the day to practise and develop skills being taught. In addition, consistent, daily maths lessons take the form of direct teaching, which is followed up by enhanced activities placed in areas of provision in the classroom which may be accessed independently or supported by an adult.

### **Impact**

Our Maths curriculum will ensure the majority of children leave KS2 with fluency and are able to apply knowledge and skills to problem solve. Children will be able to recognise relationships and make links in mathematics. It is essential every child leaves KS2 with vital life skills that are mastered and embedded. We aim for children to leave Holy Family with a joy for learning Mathematics.

What a good Maths lesson looks like:

- Staff talk about the purpose of the lesson will be
- 10-15 minute fluency/times tables starter
- Discussion of prior learning and their Maths journey
- A clear learning objective
- Teacher modelling
- Use of manipulatives (if appropriate)
- Teacher talking time is limited
- AFL to take place within the lesson
- High expectations
- A clear understanding of the task
- Children are supported where needed
- Children are challenged through fluency, reasoning and problem solving questions.
- Reflect

### **Resources**

The New Curriculum Framework is our main planning and teaching resource, learning objectives for teaching in the daily maths lesson will be from this.

In order to support the delivery of maths lessons to all pupils the school has a large range of resources available. Within the classroom each set of tables should have maths resources available to children at all times, these include basic resources such as number lines, 100 squares, rulers, counters, numicon, etc. Other specific resources (eg, balance scales, meter rulers) are stored in our central resource near the conference room, here equipment is freely available for teachers to borrow as the lesson requires.

### **Inclusion**

Pupils with special educational needs and individual education plans:

- Within the daily mathematics lesson teachers provide activities to support children who find mathematics difficult. Children with SEN are taught within the daily mathematics lesson and are able to take part at their level through the support of a Teaching Assistant and appropriate activities and resources.
- Where applicable children's IEPs incorporate suitable objectives from the Numeracy Framework.
- Intervention Groups will take place at times throughout the year, in order to give further support to children working below national expectations.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy.

### **Greater Depth Children**

Within the daily mathematics lesson teachers provide activities to support and challenge children who are more able in maths. They are taught within the daily mathematics lesson and are able to take part at their level through the challenge of the activity, sometimes with the support of a Teaching Assistant and other appropriate activities and resources which the teacher plans into the daily maths lesson.

### **Roles and Responsibilities**

Leadership in maths focuses on raising attainment and improving the provision in the subject. Through links to other areas of the curriculum the subject engages pupils and staff so that learning develops and improves.

### **Monitoring Teaching and Learning**

This will be undertaken by the Subject Leader and other members of SLT.

Areas to be monitored will be decided at the beginning of each term and will be recorded on the Monitoring Calendar so that staff are informed. Results of any monitoring will be fed back to staff quickly and to SLT at their meetings so that any action required can be carried out effectively.

Assessment, Feedback and Record Keeping

Assessment will be ongoing throughout the school year. Staff will use the end of year statements to assess half termly and additional support or challenge will be identified early by class teachers and the SLT.

Marking should be in line with the school's Marking and Feedback Policy