

# Maths Policy



St Werburgh's C of E  
Primary School

*Date October 2020*

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*To be revised: October 2021*

Approved: \_\_\_\_\_

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## **Mathematics Policy**

**May 2020**

### **Intent**

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics.
- Are able to reason mathematically.
- Can solve problems by applying their Mathematics.

At St Werburgh's CoE Primary School our intent for mathematics is to teach a rich, balanced and progressive curriculum. The 2014 NC aims and the ability to think in abstract ways are embedded within every maths lesson and consistently developed in appropriate sequences from EYFS to Year 6. Our mastery approach to mathematics equips pupils with a uniquely powerful set of tools to recognise the importance of maths in the wider world and in a range of different contexts. It is important that all our pupils enjoy mathematics and experience success in the subject, whilst being given opportunities to explore their curiosity as well as developing an appreciation for the power and beauty of mathematics.

We endeavor for our pupils to become independent thinkers who can use these tools and experiences long after they have left St Werburgh's, to enable them to advance in their academic pursuits and to successfully use mathematics with confidence in their everyday lives.

In line with St Werburgh's intent, mathematics will:

- Offer exciting opportunities will expand horizons, enthuse pupils and allow them to flourish.
- Enable pupils to explore their curiosities and develop their independence.
- Encourage high aspirations and personal resilience: embracing mistakes and challenges as part of the learning process.
- Enable pupils to make positive contributions to their community and beyond.

### **Implementation**

Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from

the Early Years through to the end of Year 6. To ensure whole consistency and progression across the school, we use a range of resources and schemes: calculation policy, Power Maths, White Rose Maths, NCETM Teaching for Mastery, CPG and Classroom Secrets. Teachers use these resources to support planning quality first teaching and assessment.

Lessons are taught through a concrete, pictorial and abstract mastery approach, allowing children to explore and demonstrate mathematical ideas which enrich their learning experience and deepen their understanding. Together, these elements help cement knowledge so pupils truly understand what they have learnt. Pupils are encouraged to physically represent mathematical concepts and objects and pictures are used to demonstrate and visualize. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Lessons offer an initial problem-solving activity to prompt discussion and reasoning, as well as promoting an awareness of maths in relatable real-live contexts that link to other areas of learning.

The mapping of mathematics across school shows clear progress in line with age related expectations and appropriate challenges. At the start of a new topic, key vocabulary is introduced and revisited throughout to develop language acquisition, embedding as the topic progresses. All lessons start with a 10 for 10 which are shaped through teacher GAP analysis, to support the development of arithmetic skills and develop long-term memory and recall. The large majority of children progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.

Teachers deliver 'quality first teaching' linked to the National Teaching Standards. All teachers:

1. Know where their children are through the use of concise summative assessment, prior learning and math's talk.
2. Understand where their children need to be through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment.
3. Know how they are going to get their pupils where they need to be through the use of a range of strategies to promote independence, mastery and high expectations of ALL.

4. Effectively deploy adults, especially during introductions, plenaries and interventions.
5. Plan for progression during and between lessons.
6. Use precise questioning in class to test conceptual and procedural understanding knowledge and assess children regularly to identify those requiring interventions, so that all children can keep up.

### **Impact**

The school has a supportive ethos of 'Achieve, Believe, Together'. This approach supports children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in maths because they think they cannot do it or are not naturally good at it. Our whole school development of growth mindset approach addresses these preconceptions and ensures all children experience success and challenge in mathematics. Throughout each lesson formative assessment takes place and feedback is given to the children to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence their daily planning and ensure they are providing a mathematics curriculum that will allow each child to progress and be challenged at a level appropriate to them.

The teaching of maths is also monitored on a termly basis through book scrutinies, learning walks and lesson observations. Each term children from Year 1 and above, complete a summative White Rose assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. The results from both the formative assessment and summative assessment is then used to determine children's progress and attainment and inform future teaching. These factors ensure that we are able to maintain high standards, ensuring that a higher proportion of children demonstrate greater depth, at the end of each key stage.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on, so that no child is left behind.

**2018/2019**

Year 6 – 93% at ARE 45% at GD.

Year 2 – 82% at ARE 30% at GD.

**To be reviewed: May 2022**