Sheepy Magna Church of England

Primary School

Mathematics Policy

Maths Lead: Linda Goadby

Policy reviewed: November 2023

Policy renewal date: November 2025

Mathematics is:

- An essential element of communication which is important to analyse and communicate information and ideas;
- An important tool which can be used to enable things to be done which might otherwise be impossible and should equip the children for adult life;
- One way of teaching flexibility, resilience, initiative, accuracy, systematic logical thinking and is a source of interest and fun.

Aims:

The aim of Maths at our school is to ensure that each child will leave our school numerate and able to use and apply Mathematics with confidence. We also strive for children to develop a love of maths and an inquisitive approach to their learning across fluency, reasoning and problem solving.

Planning Mathematics

We plan using the guidance from the National Curriculum. We develop plans based on the small steps used by White Rose Maths. Planning is done by the class teachers and is appropriate for mixed age classes in Y3 and 4. Our split Year 1 group use White Rose Maths workbooks to ensure consistency across the two classes in which they are taught. Planning for the Early Years Foundation Stage follows the National Curriculum and is also based on the foundations of White Rose Maths. We develop teaching presentations as plans, which give details of appropriate activities and outcomes.

Teaching Styles and Strategies

Ranges of styles of teaching are necessary for the teaching of Mathematics. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. We use a mastery approach to the teaching of mathematics and aim for all children to be working on the same tasks, using scaffolding to support children or to stretch and challenge them.

Our teaching at all levels shall include opportunities for:

- teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- consolidation and practice of fundamental skills and routines;
- problem solving;
- the committing to memory and recall of a range of mathematical facts;
- investigation work;
- revisiting of taught methods;
- mastery;
- classwork, group work, individual work.

Resources

Maths resources are audited regularly and are updated when necessary. Each class has a variety of maths equipment and this is shared when needed. Digital manipulatives are used in the classroom whenever possible in KS2. The school also use Times Table Rockstars and Numbots as a way of enhancing the teaching of times tables and number facts. This also allows children to access and practise this at home. The coordinator is responsible for the budget and for the purchase of new equipment.

Equal Opportunities

The teaching of Mathematics will be in accordance with the present policy for Equal Opportunities. We aim toprovide equal access to mathematics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through structured and scaffolded small group work, same day interventions and through the use of Classroom Assistants help where available.

Assessment

Children's work will be marked according to the agreed school policy and their performance continually assessed in accordance with the National Curriculum by the class teacher.

The teacher will test children half termly to check on progress, and other less formal tests may be carried out throughout the year. Children will be given times table tests from Year 2 upwards and other arithmetic tests. Year 6 pupils are tested in May through SATs. Year 4 also participate in the Multiplication Tables Check (MTC).

Children working in the Early Years Foundations Stage are observed and their learning journeys are updated regularly and these are used to determine children's next steps. The Foundation Stage Profiles are updated at the end of Reception, assessed by their Early Learning Goals.

Teachers analyse any tests throughout the year in order to inform planning and pass the results on to the subject leader for further analysis and scrutiny. The teacher passes on relevant information to other teachers. Staff hold regular parents meetings and written reports are forwarded to parents annually.