



Maths Policy

Swinderby All Saints Primary School

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Swinderby All Saints Church of England Voluntary Controlled Primary School

Maths Policy

Introduction

This document is a statement of the aims and strategies for teaching and learning at Swinderby All Saints Church of England Primary School. At Swinderby All Saints, we are committed to providing a high-quality mathematics education that equips our pupils with the essential skills and knowledge to excel in this subject. Our Mathematics Policy is based on the 2014 National Curriculum for England and reflects the expectations outlined by the relevant inspectorate to ensure outstanding practice.

Rationale

At Swinderby All Saints Primary School we aim to develop pupils who are confident, competent, and enthusiastic mathematicians. We strive to foster a love for mathematics, enabling pupils to reason mathematically, solve problems, and develop a deep understanding of key concepts. We believe that high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Maths- Aims and Objectives

At Swinderby All Saints Primary school we aim:

- To address the three aims of the National Curriculum (fluency, reasoning and problem solving during every mathematics lesson.
- To use and understand a wide range of appropriate mathematical language to discuss, explain and justify their mathematical thinking and reasoning.
- To develop a deep and secure understanding of mathematical concepts.
- To enable children to become fluent in the fundamentals of mathematics.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- To foster an appreciation of the beauty and power of mathematics.

Approaches to Teaching and learning

- **Concrete, Pictorial, Abstract (CPA) Approach:** Teachers use a CPA approach to introduce and develop mathematical concepts, ensuring that children have a tangible understanding before moving to abstract representations.
- **Differentiation:** Lessons are differentiated to meet the needs of all learners, ensuring that all children are appropriately challenged and supported.
- **Use of Resources:** We provide a range of resources, including manipulatives, digital tools, and real-life contexts to enhance learning experiences.
- **Split year group teaching:** Each year group follows the White Rosa V3 scheme of learning.

Strategies for the teaching of Maths:

Our maths planning is largely based on Version 3 Schemes of Learning from White Rose Maths and enhanced by a wide range of resources. This ensures a progressive and thorough curriculum in every year group. Teachers know which objectives must be taught and assessed in each year group and can follow progressive small steps to ensure pupils have a comprehensive understanding of maths.

Teachers are encouraged to plan in PowerPoint or Notebook software format, creating slides for each 'small step' with teaching points and activities to be completed. This format ensures evaluation of each lesson and subsequent lessons are adapted accordingly.

WRM (White Rose Maths) promotes kinaesthetic learning to ensure children acquire fluency of skills by introducing concepts in a practical/concrete way to progress to pictorial then abstract (C-P-A).

Differentiated learning is provided through a selection of tasks to consolidate fluency, use skills to solve problems or use skills and reasoning skills to solve higher-level challenge problems. Teachers should use their professional judgement to determine the activities, timing and organisation in each lesson in order to suit the teaching objectives and ensure children understand each small step.

In class support is provided on a daily basis. Additionally, intervention and consolidation is provided in the afternoon or lunchtime to ensure they are ready for the next lesson. Children with SEN needs are scaffolded in order to achieve the learning objective, for example with the use of concrete, pictorial and abstract resources.

Mastering Number:

This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Over the year, the children will experience using a range of resources and representations, including a small abacus-like piece of equipment called a rekenrek.

This is taught for 10-15 minutes per day. Children use whiteboards for this, in order for quick teacher judgement and assessment of key concepts.

This scheme is by the NCETM. Please see <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/> for further details.

Times Tables Rock Stars:

Times Tables Rock Stars (TTRs) is a maths programme which boosts children's fluency and recall in multiplication and division. It uses question-based games which automatically adapt to each child's needs. It aims to help them recall their times tables in record time.

Roles and responsibilities:

This policy has been developed through consultation with staff, subject leader, head teacher and governing body. The Head teacher, Senior Leadership Team and subject leader will monitor and evaluate the work achieved. The leaders, in consultation with the wider staff, will identify areas for future development, resource needs and moderate standards across the school.

Progression and continuity:

- **Transition:** We ensure that there is strong continuity and progression in the teaching of mathematics when children transition between year groups.
- **Links to Real-Life:** We foster links between mathematics and real-life situations, making learning relevant and meaningful.

Assessment:

- **Formative Assessment:** Regular formative assessment is used to monitor children's progress and inform future planning and teaching. This assessment for learning ensures that all children are making progress and any misconceptions are identified and addressed.
- **Summative Assessment:** End-of-term assessments are conducted to measure children's attainment and progression.

Intervention:

- **Small step catch up:** After a teacher has marked a maths book, if children still need more work to achieve this small step, this will be done in green pen either on the day or on the following day to ensure the concept is fresh. This step will then be revisited in order to embed it.
- **One-minute maths:** For children who are significantly behind, the programme 'one-minute maths' will be used to embed key concepts, such as number bonds to ten, from a previous year group. This will be a daily intervention and multiple concepts can be addressed via this. It is suggested that the teacher works through the units in line with what is being studied in class. For example, if addition and subtraction is being studied, the addition and subtraction topics on one-minute maths should be studied.