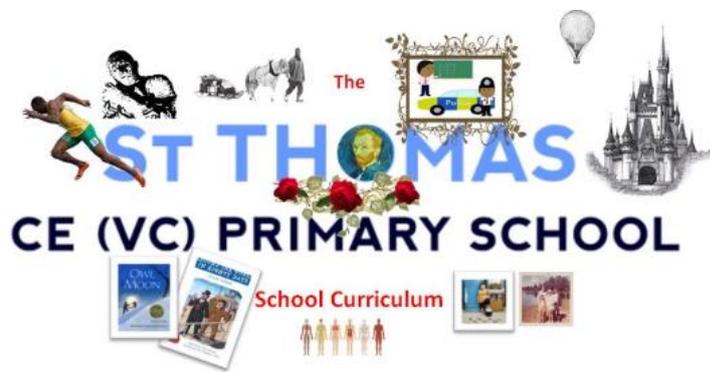


# St Thomas CE (VC) Primary School



## Maths Policy

<b>Policy Reviewed on:</b>	<b>April 2020</b>
<b>Policy approved by Governing Body on:</b>	
<b>Policy to be reviewed on:</b>	<b>April 2022</b>



## Maths

### Subject Policy

## Maths at St Thomas Primary School

### Intent:

At St Thomas Primary School our aim is for every child to become a mathematician. We want children to become mathematicians in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for maths and use their extensive knowledge of Maths to solve practical problems.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

*The aims of teaching Maths in our school are to develop pupils who have:*

- A positive and enthusiastic attitude towards mathematics
- Mathematical understanding through practical tasks, enquiry and understanding.
- 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 the 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 ability to use written methods of calculation for all four operations.
- An ability to calculate mentally with all four operations.
- Ensure a progressive development of mathematical concepts, knowledge, skills and attitudes

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### Implementation:

Our school follows the National Curriculum and the White Rose Maths program from EYFS into Key Stage 1, and continues into Key Stage 2. Each year group has a programme of study that outlines how long each area should be taught for.

In Nursery Maths is planned from Development Matters and 3 formal teaching sessions are taught each week. Continuous Provision activities reinforcing the week's teaching are planned for both indoors and outdoors. The children have access to number and shape linked activities as well as planned Maths

activities both indoors and outdoors. Mathematical vocabulary is constantly reinforced and the use of counting songs and rhymes help to reinforce numbers and shape.

In Reception Maths is formally taught on 2 days following Development Matters and the White Rose Maths program for Reception. A differentiated task linked to the day's maths teaching is planned for all children to access in small groups with an adult. Different challenges are planned from the lesson and implemented into the Continuous Provision both indoors and outdoors which each child accesses during the week.

Year 1 use the Reception format of teaching Maths following the National Curriculum and the White Rose Maths program until the Spring Term. This enables a smooth transition from EYFS into Year 1, and gradually moves from a Continuous Provision approach to a semi-formal then more formal approach used by Year 2 and above by the end of the Spring Term.

From Year 2 and above Maths is timetabled each day and lasts for 1 hour each day. Lessons are planned for so that children of all ability groups are accounted for. Learning intentions and steps to success are shared with the children and all link to the national curriculum objectives.

All teachers carefully plan their lessons to include a concrete, pictorial and abstract approach to the subject. As a school we follow the AFL process and only plan 2 or 3 lessons in advance, this allows us as teachers to evaluate the children's learning and change the lessons accordingly.

Regular assessments are carried out by the teacher. These include work produced in books and end of block assessments. Formative assessments are constantly updated on OTrack to show the child's progress. In EYFS children are baselined using Development Matters in both Nursery and Reception and given a teacher judgement. At the end of Reception a judgement based on the Early Learning Goals is given and submitted to the LEA.

Summative assessments are given each half term and based on tests (All Year 2 and Year 6 children take compulsory SATs) Year 1, Year 2, Year 3, Year 4 and 5 use Non Statutory assessments)

Children's work, teacher conversations and end of block assessments.

As well as delivering the Maths curriculum we timetable a weekly arithmetic test for Years 1 – 6, a maths mat during morning work and in Years 2, 3 and 4 time is allocated 2 or 3 times a week to practise timestables using TTrackstars.

### **Impact:**

Maths in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing fluency, reasoning and problem solving objectives at age related expectations.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Assessment For Learning after every Maths lesson;
- End of block assessments;
- Formative assessments which are inputted on OTrack;
- Summative assessments each term;
- End of Key stage SATs results.

The implementation of the White rose planning scheme has meant the school have been successful over the years. All staff are regularly updated with any changes.

### **Leadership and Management**

The subject leader's role is to empower colleagues to teach Maths to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.

- Having knowledge of the quality of Maths provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards. As a staff we meet every half term and carry out book scrutinies to ensure a high standard is kept in all year groups.

### **Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject development plan identifies actions intended to raise standards. The Maths Subject Leader will also provide an annual summary report to the Headteacher in which s/he evaluates the strengths and weaknesses in Maths and indicates areas for further improvement.

### **Partnerships with Parents**

In October parents are invited to attend a meet the teacher meeting where they are informed of year group overviews and what they can do at home to help with their child's learning. Parents are kept informed of topics that are being covered every half-term. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 is provided on a fortnightly basis. The homework reinforces class work or curricular target work and aims to promote enjoyment in the subject.