



## MANOR PRIMARY SCHOOL

### MATHS POLICY

This policy document is a statement of the intent, implementation and impact of the teaching and learning of Maths at Manor Primary School.

#### **Intent**

Mathematics is vital for the life opportunities of our pupils. Our aim is for all children to think mathematically, enabling them to reason and solve problems in a range of contexts. The intent of our mathematics curriculum at Manor Primary School is to follow a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We have high expectations for all of our pupils and believe that all pupils can achieve highly and become confident and skilled mathematicians. We strive for all pupils to be curious about mathematics and to understand the importance of mathematics in their everyday lives. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and easily recalled.

The school's policy for Maths follows the National Curriculum for Maths Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics. Through varied and frequent practice and with the use of increasingly complex problems, our aim is that our pupils develop a secure conceptual understanding and the ability to recall and apply knowledge accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including the breaking down of problems into a series of manageable steps and persevering in seeking solutions.

#### **Teaching Maths enables children to:**

- Model real life-situation and make connections and informed predictions;
- Interpret and analyse information;
- Simplify and solve problems, assess risk and make informed choices.
- Access the wider curriculum and provides them with the opportunity to pursue further studies and interests;
- Develop logical reasoning;
- Be creative and develop abstract though processes;

## **Principles of good Maths teaching**

- Build on what the children already know, both mathematically and experientially;
- Engage pupils by utilising a variety of rich and challenging tasks that allow them to make decisions;
- Teachers should interact with students and plan specific support for the children who need it and provide challenge for those who are ready for it;
- Mathematics should be about exploring, reasoning and challenging thinking;
- In a problem-solving culture, anything that leads towards a solution is celebrated: finding one small step of a complicated problem or thinking of an innovative approach;

## **Implementation**

The programmes of study for Maths are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. The National Curriculum is taught through the use of Mastery Schemes of Work such as White Rose. The termly overviews identify the objectives for each topic block which are derived directly from the National Curriculum. The objectives in each block are broken down into a series of carefully planned small steps. The content should be taught in order as it is designed to gradually develop children's understanding and show progression.

## **Curriculum Planning**

We have a well-established curriculum that ensures all National Curriculum objectives are covered. Please refer to our implementation grids.

It is the responsibility of the class teacher to ensure that the weekly lessons for any subject are tailored to meeting the needs of the individual children in their class. Cross-curricular links to other subjects will be made so that pupils can develop an understanding of this subject in an appropriate context. Where there is no link, units will be stand-alone to ensure curriculum coverage. In Early Years, Maths is an integral part of themes being taught.

## **Impact**

Progress and achievement in Maths is evident throughout the curriculum, with pupils continuously building upon skills they acquire each year and applying their skills and knowledge in a variety of contexts. When written work is completed, Teachers will mark pupils' work in line with the school marking policy where appropriate, to help the pupils make progress.

It is the responsibility of the class teacher to maintain an overview of each child's progress in Maths.

- Assessment is carried out in line with the school policy against National Curriculum expectations.
- Assessments are carried out using both summative and formative assessment procedures.
- Formative assessments are made through observations in lessons and outcomes.
- Summative assessment will take place as appropriate.
- Assessments are used to inform planning and teaching and learning.
- Written or verbal feedback is given to the child in line with school marking policy, to help guide his/her progress.

Monitoring for Maths is carried out in line with the school monitoring policy. Samples of work are collected and there are folders, kept by the Maths leader, demonstrating the progression of Maths throughout the school.

### **Equal Opportunities and Inclusion**

We recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Involving all of the children in oral work.
- Planning differentiated work to suit the ability of the children.
- Allowing access to materials and equipment.
- Providing additional equipment and resources that allow children to access the subject where necessary.
- Ensuring planned activities are relevant to all pupils.
- Having high expectations of every child.
- Ensuring examples are free from stereotyping.

### **Resources**

All classrooms have interactive whiteboards which are used as a starting point for each lesson and have internet access. A wide range of other resources are accessible from key areas in school. Objects/resources that are specific to a single year group are kept within those classrooms.

Ideally, all staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find. Staff are responsible for informing the subject leader; when extra resources are needed, when there are breakages and when consumables are running low.

## **Health and Safety**

All members of staff will ensure that conditions apply which will minimise the risks and potential hazards involved in this subject. The school's "Health and Safety Policy" should be consulted for details regarding scissors, craft tools, electrical equipment, wet areas and use of other tools. Where appropriate, staff should seek advice from the Curriculum Leader/Competent Person. If teachers are unclear as to whether a material can be used in school, they should consult the relevant Health and Safety posters displayed and also consult the named Competent Person before proceeding. Teachers need to take account of both the children's and their own health and safety when involved in activities.

## **Role of Maths Leader**

- To be enthusiastic about Maths and demonstrate good practises.
- To keep up to date with current developments in Maths.
- To audit resources, identify needs and order equipment in school after consultation with colleagues.
- To 'sample' the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning in Maths, including the monitoring of planning and teaching within lessons.
- To provide guidance on the implementation of the Maths policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation