



Approved by Governors (date).....

Head Teacher.....

On behalf of Governors

POLICY FOR MATHEMATICS

INTENT

Through our implementation of the 2014 National Curriculum for Mathematics, we ensure that our children:

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

At Castle View Primary School, these skills are embedded within Mathematics lessons and developed consistently over time. We use and follow the ‘Maths – No Problem!’ 2014 scheme for years 1-5. This enables children to build on their learning by following a step-by-step approach to consolidate understanding. At Castle View, we are committed to ensuring that every child develops an understanding and love of Maths. We prioritise the mastery of conceptual understanding through the use of real life/ everyday problems in every lesson. We aim for fluency in the fundamentals of Maths so that our pupils can recall and apply knowledge confidently and accurately to solve problems. We use open ended, challenging questions that enable our pupils to make connections, identify patterns and draw conclusions about Mathematics.

During lessons, children use concrete resources as visual aids. As they make progress in the lesson, they move towards using pictorial and abstract representations for Mathematical concepts. At Castle View, we are confident that our mastery-based approach entuses children about Maths. It ensures they can master Mathematical skills and concepts which enable them to continue learning as they progress through school.

We are committed to ensuring that children are able to recognise the importance of Mathematics in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. Children enjoy Mathematics and experience success in the subject, with the ability to reason mathematically. We develop children’s curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

We intend for our children to make mathematical links with the wider world and see Maths as an important aspect of their future. We want them to know that it is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy. As pupils move through the school, we want to harness their curiosity and enjoyment of Maths and give them the tools to appreciate the subject.



IMPLEMENTATION

1. Maths is taught daily, following the Maths- No Problem! Scheme for years 1-3.
2. Lessons begin with an 'In focus' task, facilitating use of questioning to provoke reasoning skills, before moving on to 'Let's learn', where classes discuss the in focus task and what knowledge and resources we require in order to respond to this.
3. Children are then given opportunities to answer questions with support of their peers or teacher, before completing independent mathematics questions.
4. Arithmetic is taught within each lesson, either at the beginning or the end, focusing on rapid recall and fluency skills. Arithmetic is also taught as a stand-alone lesson once per week
5. A daily 'Fluency Flash Back' is used in all year groups to enable learners to secure skills and transfer skills to long term memory.
6. Teaching of new concepts follow the concrete, pictorial, abstract approach to ensure a solid foundation is developed.
7. Children have access to a range of resources to secure their understanding of concepts through a concrete, pictorial, abstract approach.
8. Practical resources are used to ensure children have solid foundations on which to apply more difficult concepts.
9. Maths lessons include fluency, reasoning and problem-solving opportunities as appropriate.
10. Frequent and varied opportunities are given to ensure pupils can apply their mathematical knowledge and skills within each Maths lesson.
11. Age-appropriate programmes of study are followed using Number, Addition, Subtraction, Multiplication, Division, Fractions, Measurement, Geometry and Statistics, all in line with the MNP guidance.
12. Year progression overviews are used within each year group, following the MNP schemes of work.
13. Teacher modelling takes place in each lesson. This enables pupils to work independently on task. Teacher support is given as appropriate.
14. Lessons are differentiated through the resources used and teacher support given to complete problems. We understand that SEND children may work at much lower levels and provision is made for this.
15. Assessment for learning is ongoing throughout the lesson and teaching reflects this.
16. Termly analysis is completed based on individual assessment grids and used to inform future planning.
17. Reasoning and Arithmetic NFER papers are used throughout the year to inform the assessment of pupils in line with national expectation for each year group.
18. Teacher marking is completed in green pen and pupil self-assessment is completed in blue pen/pencil.
19. Teacher modelling or on task support is evident in green pen in pupil books.
20. Digital technology is used appropriately to support teaching and learning.
21. Ongoing reviews and development of teaching, learning and assessment of Maths are carried out and completed on quality assurance documents.
22. Teaching assistants are used to support identified children who require additional support within a lesson. Teaching assistants monitor pupil progress and contribute to future planning on a daily basis.
23. Times tables have a high priority within the school week. Children are given daily opportunities to learn and practise quick recall of number facts and times table facts.
24. A school calculations policy is available and used by all staff to support the teaching of written methods. However, we believe children have the ability to use written methods as soon as they are able.
25. Training is sourced throughout the year to raise standards.
26. Subject leader assessment is shared with staff to monitor the impact of teaching and learning through understanding data and monitoring pupil attainment and progress.
27. Pupil Progress Meetings take place to ensure individual children are identified and targeted to achieve their full potential.



28. In EYFS, teachers will provide opportunities to: develop a curiosity and interest in the mathematical world through investigating, talking and asking questions and using practical equipment.
29. Pupils in EYFS will develop their confidence and enthusiasm for number through frequent exploration and extend their mathematical vocabulary through talking about and explaining their understanding.
30. EYFS Teachers will provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion within Maths and across continuous provision. These activities, indoors and outdoors, will attract the children's interest and curiosity.
31. EYFS will be included in whole school projects, workshops, events and competitions, where appropriate.

IMPACT

Maths is a positive aspect of the school day for all. Children and teachers enjoy Maths and speak positively about the subject. All pupils access the learning that takes place in Maths lessons and make progress towards the learning objective. Resources are used effectively, and the teaching of Mathematics is at least good in every classroom.

Consistent approaches are used throughout the school, following both the school overview for Maths and the calculations policy. Staff have high expectations of the children they teach, are aware of where the learning is at and strive to improve on this. Pupil attainment and progress is monitored in line with school expectations and timely interventions are made for those who require it.

High outcomes by the end of Key Stage 2 are reached by all children, as a result of a carefully planned, progressive curriculum which is taught by highly skilled teachers across the whole school.

Updated: Sept 2022
Next update: Sept 2023