



# MATHS POLICY

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| Date of Policy | Autumn Term 2023 |
| Date of Review | Autumn Term 2025 |

## **Curriculum Intent**

At St Bartholomew's Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We intend to deliver a curriculum which:

- Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a mastery approach.
- Gives each pupil a chance to believe in themselves as mathematicians and develop resilience and perseverance when faced with mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance.
- Engages all children and entitles them to quality teaching and learning opportunities.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).
- Is in line with the expectations of the National Curriculum 2014.

## **Implementation**

We deliver maths through the Herts for Learning Essential Maths Scheme. The EYFS and KS1 teacher teach number through the 'Mastering Number' programme from the NCETM. All teachers have received training from the Herts for Learning team and they will visit during the academic year to ensure teachers are delivering high quality maths lessons. Further to this:

- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.
- Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The mastery approach incorporates using objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
- Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking.

- Resources are available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.
- A love of maths is encouraged throughout school via links with others subjects.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside the year group curriculum, individual learning activities are provided to ensure their progress.

### **Impact**

- Children show confidence in believing that they will achieve.
- Most children achieve objectives (expected standard) for year group.
- Children demonstrate the flexibility and fluidity to move between different contexts and representations of maths.
- Children recognise relationships and make connections in maths lessons.
- Mastery is demonstrated when a child can show problem solving in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work

Children are assessed regularly in maths. Teachers undertake continuous formative assessment through children's books and their contribution in lessons.

Summative assessment, using the Herts for learning assessment sheets, occurs at the end of each term, with statutory assessments taking place at the beginning of Reception (Baseline Assessments) and end of EYFS (Early Years Foundation Stage Profile), and end of Key Stage 2 (Statutory Attainment Tests).

### **Intervention**

Children who are not making expected progress will be provided with additional support and intervention. This may be one-to-one support, small group support or additional support within the lesson.

## **Role of the Subject Leader**

The subject leader is responsible for:

- Raising the profile of the subject
- Ensuring that resources are sufficient and appropriate
- Replacing and acquiring new resources
- Modelling teaching
- Monitoring teaching
- Ensuring that the progression of maths throughout the school
- Assisting colleagues to analyse assessment information and from this the planning and delivery of future lessons to meet needs/address gaps
- Analysing end of Key Stage data
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.

## **Parents and wider community**

Children are encouraged to practice their times tables at home and KS2 each have a login to TT Rockstars which they can access at home and at school (in lessons and a lunchtime club). The subject leader offers workshops to parents and carers so they have an understanding of the calculation strategies used in school. Parents have access to the maths policy and the calculation policy through the school website.