 **St Anne (Stanley) C of E Primary School** 

**Mathematics Policy**

**1 INTRODUCTION AND INTENT:**

A ‘high-quality’ mathematics education 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. (National Curriculum, 2014)

**Curriculum Vision:**

All children at St Anne (Stanley) will be challenged and supported in developing their love of maths and in understanding how it will help them to embrace challenges in everyday life. Through secure and thorough sequencing, children will be taught to apply their knowledge and skills when working on more complex activities. Children will understand that maths is not taught in isolation but can be applied across the curriculum, and across their lives. They will be able to see and articulate these links confidently.

**Aims of subject:**

We aim to enable pupils to:

* **develop mathematical fluency** through daily practice with increasingly complex activities over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* **reason mathematically** through investigation, challenge opportunities, articulation and reflection.
* **solve problems** by applying their mathematics to a variety of real life situations with increasing sophistication, including breaking down problems into a series of simpler steps building resilience and confidence.
* **confidently use** mathematical vocabulary with increasing sophistication as they move through each school year.
* **understand that maths has a history** through investigating past events within a mathematical context.

**School Values:**

Our school values are: Honesty, Friendship, Understanding, Hope, Confidence, Family. These underpin and are embedded across the curriculum. In Maths this means:

* we encourage children to ask for help when needed
* work in collaboration
* celebrate each other’s understanding, knowledge and achievements
* developing perseverance and resilience
* building self-confidence, self-esteem and seeing challenge as a positive
* involving families in maths activities and events

**Cultural Capital:**

Cultural Capital can be defined as the skills and knowledge that an individual can draw on to give them an advantage in social life. Our children need to be educated citizens and they need to be able to use essential maths skills in their everyday lives and they grow and develop throughout their lives.We will teach children to appreciate that maths has a cultural context and has no international or social barriers. All children will be offered the same quality of teaching within a mathematical framework.

**2 IMPLEMENTATION (Planning and sequencing):**

**Planning and Resources:**

White Rose Planning is used as the main structure for planning. Other resources that will be used include: the calculation policy, agreed supplementary maths resources, text books and resources that support investigative/problem solving work/ ongoing maths catch up. Progression through the year group and through the years follows the National Curriculum pathway. Maths related platforms such as Doodle Maths and TTRockstars also feature as Teaching and learning tools.

**Basic Skills:**

Knowledge of maths basic skills is fundamental in helping pupils move towards procedural efficiency. Basic skills sessions give teachers the opportunity to link with previous, current or future learning so that the prerequisite skills of the learning objective can be regularly practised and rehearsed.The Daily 10 exercise will support the maintenance of basic skills alongside the targeted use of agreed platforms.

A typical basic skills session could include: counting, recall of facts and practise of a skill linked to current learning. Basic skills workbooks alongside whiteboards will be utilised to record basic skills work. The Daily 10 will support maths fluency, maths talk and the development of secure mathematical vocabulary. The use of the targeted platforms will enable children to independently practise using the skills they have been taught.

**Calculation Policy:**

There is an agreed calculation policy for addition and subtraction and for multiplication and division. These will support conceptual understating moving through to methods that allow children to demonstrate efficiency in procedural approaches. This supports the development of CPA (Concrete-Pictorial-Abstract) in teaching and learning within the classroom.

Pupils will practise the skills of calculation through a range of application activities including the use of inverse, missing box, word problems and investigations.

**Times Tables:**

By the end of year 4, pupils should be proficient in their multiplication tables up to and including the

12 multiplication table and show precision and fluency in their work. (National Curriculum in England, July 2014.) Teachers will ensure children practise times tables daily to enable them to meet this requirement. Year 4 children will participate in the National Multiplication Times Tables Check. A whole school Times Tables Policy supports the teaching and learning of times tables with access to online times tables platforms to support the development of mastery.

**Curriculum Map:**

The curriculum map details how skills are developed and teaching is sequenced from Early Years to Year 6. (See appendix A.)

**Schematic Links**:

Planning will ensure children are able to make links between maths and other subjects – both core and foundation subjects- to embed knowledge and understanding. Children will be confident in explaining these links.

**3 IMPLEMENTATION (High quality teaching and learning):**

At St. Anne (Stanley) Maths will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2014) and Early Years Foundation Stage.

**Supporting Teachers:**

We are committed to offering our children the highest quality of teaching. Teacher’s subject knowledge and classroom practise remains current through targeted CPD and seizing opportunities to develop best practice.

**Daily Maths Lesson:**

All pupils have a daily maths lesson. Teachers follow the agreed planning schema following the mastery approach.

Typically, a maths lesson will include: a learning objective, activities that provide challenge for abilities, key questions and support from additional adults. Other areas for consideration include, steps to success, teacher modelling and the structure of the lesson (chunking, show and go, staggered input). Teachers are aware of how to secure knowledge and understanding through the use of the Concrete-Pictorial-Abstract approach.

Maths lessons will be supplemented with maths basic skills sessions, the Daily 10 activity and the use of targeted platforms.

**Marking and Feedback:**

Consistently high quality marking and constructive feedback from teachers ensures pupils make progress in their learning.

Teachers will follow the agreed marking key and regular feedback to children will be given in writing and or verbally. There is a policy of live marking within school.

Children will respond to teachers’ comments in writing in their books (answer challenge questions or explain how they arrived at their answers, for example). Younger children’s responses will be captured by teachers and recorded in books.

Children will be given time to reflect on prior learning at the beginning of each lesson. This will include partner/whole class discussion, 1:1 feedback with the teacher/ other adult and individual responses in books.

Marking and feedback will include next steps marking where appropriate.

**Presentation:**

Pupils should be reminded to take pride in their work. Children will follow DUMTUMS (date, underline, miss a line, title, underline, miss a line) across the curriculum. In maths books, this will require children to use the short date and record the learning objective. (In years 5 and 6, children will also record the date using Roman Numerals). In squared books, children will follow the one-square, one-digit rule, use a pencil when calculating and use a ruler correctly. 1cm x 1cm squared books will be introduced from Year 1, Spring term for higher achieving children with larger squared books introduced for children who need more support with the one- digit, one-square rule. Year 2 and Year 3 children will use 1cm x 1cm squared books. Children from year 4 to year 6 will use 0.7cm x 0.7cm squared books to record their work.

**Homework:**

Opportunities for pupils to practise and consolidate their skills and knowledge through homework will follow the agreed school policy. Teachers in Year 6 will set weekly homework that prepares pupils for national assessment. All children can access the various online platforms at home where parents/carers can support them. Online platforms have been carefully selected to support in-class learning and can help consolidate learning and understanding when used at home.

**Interventions and Use of Additional Adults:**

Interventions are used to support pupils who have been identified through teacher assessment as having gaps in mathematical understanding. Interventions will be reviewed termly by the subject leader/SENCo to assess impact. Interventions will be monitored and reviewed via the agreed Provision Map resource.

Additional adults are used to support learning in class and in interventions.

**Opportunities to Develop Subject Specific Literacy – Oracy and Vocabulary**:

Key vocabulary will be visible to all children within classrooms and around the school environment. Teachers will ensure that vocabulary, associated meanings and spellings are part of every lesson. Associated curricular links will be seized upon when they arise to enable children to be vocabulary proficient.

**Progress. Knowing More and Remembering More:**

The teaching sequence will ensure children embed knowledge and understanding. Teachers are aware of prior years’ learning and will build upon this while introducing new concepts. The cycle of review, teach, practise and apply are part of the teaching protocol. Children are given the opportunity to deepen their knowledge, building confidence and understanding. They will develop self-assurance and mathematical poise in their own abilities.

**Developing Links Across the Curriculum:**

A focus for Mathematics is ensuring that we constantly use opportunities in all areas of our curriculum to develop children’s mathematical understanding. For example, how data is recorded in science through graphs and tables and then analysed to ascertain results; how reasoning skills can be used in everyday life to solve problems such as budgeting for a holiday or special event or comparing the size and shape of trees on a school trip that is focusing on the local environment in geography or history.

**Challenging Children:**

Opportunities for children to be challenged and to deepen their understanding further will be created and include challenge, games and problem solving clubs and workshops. Teachers will work with the subject leader to identify children who would benefit from additional challenges.

**Assessment and Moderation:**

Assessment is an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment information can be gathered in various ways including by: pupil - teacher discussions, observations, through marking, questioning etc.

Whole school formal assessment will take place at the end of each term. Results, alongside teacher assessment, will be used to inform planning for interventions and challenge.

Moderation: - termly year group meetings will moderate teacher judgements against agreed criteria.

**Monitoring and Evaluation:**

Monitoring is important as it allows leaders to have an accurate understating of pupils’ performance.

Monitoring exercises will be undertaken across the year and will include; book reflections or ‘book looks’, lesson observations, lesson drop-ins, learning walks, pupil interviews, teacher interviews and moderation meetings.

**4 LEARNING ENVIRONMENT:**

**Working Walls and Maths Displays:**

The learning environment is key to supporting pupils’ learning and a maths working wall is a key part of this.

A working wall is the public display of the learning process and may include; objectives, success criteria/steps to success, models and images, challenge, vocabulary and examples of children’s work. A consistent approach to the mathematics working wall will be visible in all classrooms.

A maths display is an opportunity to celebrate pupils’ success and as such can be found inside or outside of the classroom. Any display that includes a maths element should be highlighted to show those true cross-curricular links. Mathematics displays will supplement the in-class mathematics working wall.

Teaching and learning resources (posters etc.) that reflect age related objectives will be displayed within the classroom and beyond to support children’s learning.

The love of maths will be nurtured as children move around school by challenge posters/ cards which enable them to use basic skills to solve problems and evoke an exciting mathematics environment.

**Reading and Vocabulary:**

We will develop a love of reading through all subjects taught. In mathematics this means encouraging children to recognise spelling patterns (and phonemes for younger children) in mathematical words and to understand and confidently use mathematical vocabulary. Children will be encouraged to value the importance of reading within a mathematical context and to develop their reading prowess through all lessons. In mathematics, children will utilise their reading skills to underpin writing when writing their own word problems for example.

**Inclusion:**

We are a fully inclusive school where all children are encouraged to contribute and participate in learning. Our emphasise on ‘wellness’ and ‘personal best’ will be visible within all maths lessons, encouraging children to focus on their own progress, feeling good when they meet and surpass their learning targets.

1. **PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP. SMSC & BRITISH**

**VALUES:**

Mathematics is a tool that can teach children how to make sense of the world around them through developing their ability to calculate, to reason and to work together as well as independently to solve real life, everyday problems. It enables children to understand and appreciate relationships and patterns in both number and space. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Good teaching in mathematics will make links with real life that has meaning for all children, and help prepare children for life beyond school.

1. **ROLE OF THE SUBJECT LEADER:**

The subject leader is responsible for leading mathematics throughout the school.

This will include:

* + Monitoring, evaluating and supporting teaching and learning
  + Leading CPD
  + Writing action plans
  + Assessing the impact of interventions
  + Resources
  + Analysing data and providing constructive next step guidance to all year groups

**Parents/Carers:**

Parents/Carers are important influences on pupils’ attitude and attainment. We will actively encourage and involve them in school life by:

* + Making available curriculum content
  + Homework
  + Parent/Carer Workshops
  + Family Days
  + Information giving sessions
  + Parent/Carer helper days
  + Parent/Carer’s evenings
  + Newsletters

**Reporting to Parents/Carers:**

Reporting to parents/carers is undertaken through parent’s evenings and annually through a written report. Further meetings/information for children with additional needs will also be available.

**Inclusion and Equal Opportunities:**

All pupils have equal access to the curriculum regardless of their race, sex, religious belief or ability. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups. Strong communication links will be visible between the Mathematics Lead and the Assessment Lead.

**IMPACT:** The impact of this policy will be monitored by the Senior Leadership Team. Children’s progress will be assessed through agreed assessment testing and Teacher Assessment. It is expected that children who are assessed at working within age related expectations by the end of KS1 will achieve at least age related expectations by the end of KS2. Where children are recognised as falling behind the expected standard, they will be supported via targeted intervention. Parents/carers will be involved, informed and updated via parents’/carers’ meetings – as scheduled in the general calendar or arranged as required. Children who require support at any point in their journey through the school will receive it via intervention/in-class support.

**Review of Policy:**

This policy was written by Vicki Nurse (Mathematics Subject Leader). The policy will be reviewed in July 2024.

 St Anne (Stanley) C of E Primary School - Whole School Mathematics Curriculum Map 

Our Mathematics Curriculum Map for Years 1 to 6 is based on White Rose Teaching and Learning planning documents. For Early Years, it is based on the Early Years Foundation Stage (EYFS) Statutory Framework. For 2022 to 2023, children will continue to revisit prior learning / catch up with missed learning during the first two/ three weeks of each term. Consolidation activities will reinforce learning and provide opportunities for pre-learning. Teachers will use additional resources such as NCETM’s curriculum prioritisation resource to help shape lessons and to support White Rose planning.

A ‘Daily 10’ activity (Daily five for infant children) will focus on gaps in children’s learning and children’s readiness to progress.

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| --- | --- | --- | --- | --- | --- | --- |
| Term/ Year Group: Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Number and Numerical Patterns: | | | | | |
|  | - Take part in finger rhymes with numbers  - React to changes of amount in a group of up to three items  - Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence  - Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’  - Notice patterns and arrange things in patterns | - Develop fast recognition of up to 3 (or more) objects, without having to count them individually (‘subitising’)  - Recite numbers past 5  - Say one number for each item in order: 1,2,3,4,5  - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  - Show ‘finger numbers’ up to 5 - Solve real world mathematical problems with numbers up to 5  - Compare quantities using language: ‘more than’, ‘fewer than’ | - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5  - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ | - Experiment with their own symbols and marks as well as numerals  - Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind  - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. | - Describe a familiar route  - Make comparisons between objects relating to size, length, weight and capacity  - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  - Combine shapes to make new ones – an arch, a bigger triangle, etc.  - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern |
| Reception | Number and Number Patterns: | | |  | | |
|  | - Count objects, actions and sounds.  - Continue, copy and create repeating patterns | - Subitise  - Understand the ‘one more than/one less than’ relationship between consecutive numbers  - Select, rotate and manipulate shapes to develop spatial reasoning skills | - Link the number symbol (numeral) with its cardinal number value  - Automatically recall number bonds for numbers 0–5  - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can | - Compare numbers  - Automatically recall number bonds for numbers 0–5 and some to 10 | - Count beyond ten  - Explore the composition of numbers to 10  - Compare length, weight and capacity | |
| Year 1 | - Number: Place Value (within 10)  - Number: Addition and Subtraction (within 10) | - Number: Addition and Subtraction (within 10)  - Geometry: Shape  - Consolidation | - Number: Place Value (within 20)  - Number: Addition and Subtraction (within 20)  - Number: Place Value within 50 | Number: Place Value within 50  Measurement: Length & Height  Measurement: Mass & Volume | - Number: Multiplication & Division  - Number: Fractions  - Geometry: Position & Direction | - Number: Place Value within 100  - Measurement: Money  - Measurement: Time  - Consolidation |
| Year 2 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition & Subtraction  - Geometry: Shape | - Measurement: Money  -Number: Multiplication & Division | - Measurement: Length & Height  - Mass, Capacity & Temperature  - SATS preparation & consolidation | - Number: Fractions  - Measurement: Time  - SATS preparation & Consolidation | Statistics  **-** Geometry: Position & Direction  - Consolidation |
| Year 3 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition and Subtraction  - Number: Multiplication & Division | - Number  Multiplication & Division  - Measurement: Length & Perimeter | - Number: Fractions  **-** Measurement: Mass & Capacity | - Number: Fractions  - Measurement: Money  - Measurement: Time | - Measurement: Time  - Geometry: Shape  - Statistics  - Consolidation |
| Year 4 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition and Subtraction  - Measurement: Area - Number: Multiplication & Division | - Number: Multiplication & Division  - Measurement: Length & Perimeter:  - Number: Fractions | - Number: Fractions  - Number: Decimals | - Number: Decimals  - Measurement: Money  - Measurement: Time | - Consolidation  - Geometry: Shape  - Statistics  - Geometry: Position & Direction |
| Year 5 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Multiplication & Division  - Number: Fractions A | - Number: Multiplication & Division  - Number: Fractions B | - Number: Decimals & Percentages  - Measurement: Perimeter & Area  - Statistics | - Geometry: Shape  - Geometry: Position & Direction  - Number: Decimals | - Number: Decimals  - Number -Negative Numbers  - Measurement: Converting Units  - Measurement: Volume |
| Year 6 | - Number: Place Value  - Number: Addition & Subtraction  - Number: Multiplication & Division | - Number: Multiplication & Division  - Number: Fractions A  - Number: Fractions B  - Measurement: Converting Units | - Number: Ratio  - Number: Algebra  - Number: Decimals | - Number: Fractions, Decimals & Percentages  - Measurement: Area, Perimeter & Volume  - Statistics  - SATs preparation & Consolidation | - Geometry: Shape  **-** Geometry: Position & Direction  - SATs preparation & Consolidation | - Consolidation/ Investigations/ KS3 preparation |