St Bartholomew's C of E Primary School

Maths Policy

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by T Wright 02/10/26
Reviewed by Governors: not applicable Gov Aware only
Next review date: Autumn 2029

MATHEMATICS POLICY

Introduction

This policy outlines the aims, organisation and management for the teaching and learning of mathematics at St Bartholomew's C of E Primary School. Mathematics is a life skill; it is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

Aims of Mathematics Teaching - *to…*

- equip pupils with the mathematics they need to become numerate
- develop children's mathematical calculation skills
- develop the ability to apply mathematical skills confidently and with understanding when solving problems
- provide appropriate challenge
- use and apply mathematical skills in other curricular areas
- enable pupils to express themselves and their ideas, using mathematical language with confidence
- develop a positive attitude, fascination and excitement about maths - "I can't do it …yet," mindset
- work independently or collaboratively, sustaining interest in solving a problem

Lesson Organisation

- In Foundation Stage, pupils experience mathematics on a daily basis. This early introduction to mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Opportunities for mathematics should be developed through daily routines and all areas of learning.
- A daily mathematics lesson of 45 min - 1 hr, is taught in Year 1 – 6
- A combination of fluency, reasoning and problem-solving should be present in the majority of lessons. This will vary depending on the focus of the learning
- Children are taught in mixed ability classes from Years 1 to 6.
- Lesson structure can, and should, vary based on the year group and the topic.
- The majority of lessons in Year 1 to 6 will be based upon the White Rose scheme of learning. Where necessary, lessons can be supplemented with additional activities and tasks to support and enhance the learning.

Teaching strategies

- In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted. As well as learning calculation skills, a core teaching focus must be mathematical problem-solving and 'using and applying' maths. Evidence of problem-solving activities, where appropriate, is recorded in books. There should be elements of reasoning and problem solving in the majority of lessons.
- Teachers place a strong emphasis on correct use of mathematical language. The articulation of mathematical reasoning is modelled and encouraged in the majority of lessons.
- Wherever possible, practical activities are used to introduce concepts and reinforce learning.
- A Calculations Policy informs teachers of the methods used at St Bartholomew's (Ref 'Calculations Policy').
- Working walls are used as reference points, to support the learning and teaching in a lesson or series of lessons.

Curriculum Planning

Medium Term Planning: Teachers in Foundation Stage us Numicon and 'Number Blocks' to form their planning and resourcing. Teachers in Year 1-6 base their planning on the White Rose scheme of work, which follows the National Curriculum 2014. Teachers use a range of formative and summative assessment data throughout the year, alongside termly assessments provided by White Rose. Teachers in Year 5 and 6 use regular SAT style assessments and White Rose materials to track progress in preparation for the SATs assessments. Maths homework is given fortnightly in Key Stage 1 and Key Stage 2 to support the development of children's mathematical understanding.

Assessment Recording and Reporting

Day-to-day assessments: Assessment of children's progress and attainment, may be based upon observation, questioning, informal/formal testing (low-stakes quizzes) and marking of work. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement. Children will also be given regular opportunities for peer assessment.

End of Unit assessments: These may take place (to supplement end of term summative views) formatively at the end of a unit of work - as directed by the subject lead or felt necessary as a formalised review by the teacher - and measure progress towards National Curriculum 'Expected (EXS) Standards. Underachieving students are identified and interventions are put into place to support their learning, maximising their opportunity for progress.

Data is recorded for all year groups. The subject leader will track the progress and attainment in maths across the school and report findings to the Headteacher and governors.

End of Term assessments: These are summative assessments that take place termly to assess a student's learning for that particular term. This is used - alongside End of Unit assessments - to support the class teacher's overall judgement of a student's level.