



Roundhay St John's CE Primary School

Mathematics Policy

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Headteacher: L Briggs
Chair of LAC: J Thompson



Roundhay St John's CE Primary School

Policy for Maths

Intent

As a school, we want to enable all learners to enjoy and succeed in mathematics. We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future. We believe that children should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem.

We aim to provide the pupils with a mathematics curriculum and high quality teaching to produce individuals who are numerate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to the full.

Linked to our Growth Mindset approach, children should develop resilience and self-confidence in applying their learning skills, demonstrating a deep, conceptual understanding of the topic and be able to build on this over time.

Our overall aims for when children leave Roundhay St John's are that they would:

- develop a positive attitude to mathematics as an interesting and attractive subject in which all children gain success and pleasure.
- have access to a high quality maths curriculum that is both challenging and enjoyable, and builds upon previous learning.
- be provided with a variety of mathematical opportunities, which will enable them to make the connections.
- be confident mathematicians who are not afraid to take risks.
- develop an ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary.
- develop mathematical skills and knowledge and recall of basic facts and the four operations.
- be able to use this knowledge and understanding to carry out calculations mentally.
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads.
- have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally.

Purpose of Study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

This Maths Policy has been produced in line with the 2014 National Curriculum for Mathematics to ensure consistency and progression in teaching throughout the school that is age appropriate. Mathematical skills and knowledge should be delivered, explored and revisited through conscious decision making and awareness of learning and progress needs and abilities. Through carefully designed lessons, our teachers are to make meaningful connections between content with an emphasis placed on problem solving. The collaboration between peers, and the relationship between learners and their class teacher should drive

the learning and inform the content, strategies and real-world contextualisation to maximise on the progress and learning opportunities.

Aims

The national curriculum for Maths aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and 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 breaking down problems into a series of simpler steps and persevering in seeking solutions

Teaching and Learning strategies

At Roundhay St John's, children are ***Learning to live life in all its fullness*** and subjects are taught in the context of our whole school Curriculum Intent.

A 'mastery' approach has been adapted and implemented at Roundhay St John's for the planning, delivery and engagement with Mathematics. To ensure whole-school consistency and progression, we plan and sequence Maths using the White Rose Maths Scheme of Work (which is fully aligned with the National Curriculum) for the coverage of mathematical units that are explored progressively, drawing on resources, data and suggestions from reliable sources such as NCETM and nrich.co.uk to link mathematical talk and knowledge across the various units (e.g. multiplication and area). There is, however, an expectation that teachers tailor the order of the units to meet the needs of their class.

We also have adopted the White Rose Maths calculation policy which promotes three teaching strands: concrete, pictorial and abstract. The concrete approach allows for children to have a hands-on experience in Maths; allowing them to use real objects to solve calculations and problems. This could be by using cubes, place value counters or a number of other resources. Following on from this, the children begin to use the pictorial approach which presents children with mathematical diagrams or pictures. Finally, when the children are ready, they are presented with written calculations, known as the abstract approach.

In KS2 we have adopted the Clare Christie approach to teaching times tables facts to further secure fluency in Maths. This involves children systematically working through their times tables in a progressive way daily. More can be found out about the approach [here](#).

Children are also encouraged to learn times tables using the Times Table Rockstars website.

Teaching is underpinned by strong subject knowledge of staff. There is regular input at staff and support meetings to keep staff informed of trends from data, change in the delivery of Maths and actions from the Maths action plan. The subject leader keeps informed through regular external publications (Leeds for Learning, NCETM, Maths Hub) and is available to support teaching and support staff with planning, use of resources and to offer a professional challenge at termly Challenge meetings. Teachers' planning is supported through the use of White Rose materials and NCETM.

Teachers employ a balance of whole class and group / individual activities and should incorporate a variety of learning activities including developing reasoning by modelling, using mathematical language (also displayed in classrooms), sentence stems, The Big Five (displayed and referred to), group work, understanding how others work and making personal notes and recordings.

Subject Content

Planning and organisation of content

The National Curriculum is used as the starting point for staff to develop subject planning.

Planning is done at medium term planning only. There is no longer a requirement for teachers to replicate their medium term planning on to a short term planning document as the medium term plan lists the specific learning objectives, arithmetic focus and details of how the lessons are to be taught, including key vocabulary and resources required. Teachers plan electronically onto the school system.

Medium term



The sequencing of teaching reflects the needs of the learners. At the start of the year, teachers will prioritise the areas identified by the previous teacher and gaps will be addressed in the autumn term. Place value and arithmetic are given priority at the start of each academic year as these are the building blocks for mathematical learning. Here on, it is an ongoing formative assessment and analysis process of curriculum objects that results in the learning being planned for and delivered in direct correlation to the children's ability, starting point and individual next steps. The updated Medium Term planning format will reflect this. Medium term plans outline the learning objectives, activities, differentiation and assessment opportunities within the unit of work. They may also identify the use of ICT and supporting adults. This is regularly monitored by the Maths subject leader, Assistant Headteachers or Headteacher.

We recognise that children have different learning styles and preferences. When planning, staff ensure visual, auditory and kinaesthetic elements are included in lessons where appropriate.

The school follows the National Curriculum, which is supported by using published and teacher made materials. This provides flexibility, which allows teachers to be creative and develop professionally whilst at the same time, supports the less confident or newly qualified teachers.

Each mathematics lesson consists of

- a reference to Flashback Four
- arithmetic or mental work
- introduction to the main part of the lesson
- group/individual activities
- plenary
- There is a weekly opportunity to focus on arithmetic, covering five context-free calculations which review prior learning in order to practice and secure key methods.

 What does Maths look like at RSJ? 				
Monday	Tuesday	Wednesday	Thursday	Friday
Flashback Four Daily reasoning Vocabulary input	Flashback Four Daily reasoning Vocabulary input	Flashback Four Daily reasoning Vocabulary input	Flashback Four Daily reasoning	Flashback Four Daily reasoning Arithmetic input

The children develop their mathematical language through opportunities to question and explain their activities and in discussion with the teacher, support staff and each other.

As a school, we have common high expectations and standards regarding both presentation and methodology in order to provide consistency and continuity.

Children's recordings in Maths books are encouraged to be

- neat and of a high standard
- presented in a clear and organised way
- presented in a variety of forms e.g. diagrammatically, graphically, pictorially, as a model or in written form.

When recording their calculations, investigations and other mathematical work,

- children are encouraged to formulate their own ways of recording their results
- teachers are modelling the children's verbal explanations
- teachers demonstrate standard methods following our calculation policy.

Wherever possible, teachers should seek opportunities for enrichment through indoor and outdoor learning, through visits and visitors to school providing memorable learning moments for children. Teachers will also plan opportunities for children to practice their skills in the context of other subjects to demonstrate the extent to which they are securing their learning and mastering taught skills.

Teachers understand that all children have differing abilities and meet children where they are by providing learning opportunities which match the challenge of the task to the ability of the child.

Inclusion

The same high expectation that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics.

All children will be given equal access to Maths. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

Resources

The subject leader is responsible for ensuring resources are adequate and appropriate for the successful teaching of Maths including organising and maintaining our mathematical equipment, sourcing and supplying revision material for Year 6 and managing the school's allocation of funding for Maths.

Health and Safety

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs G. Dhiman, School Business Manager.

A risk assessment programme is coordinated by the school business manager for all aspects of school life. The following risk assessments are in place for the teaching of Maths. Please ensure you have read and signed the risk assessment for these activities before undertaking the activity with children:

Manual Handling (of Maths equipment – particularly taking boxes out of the Maths cupboard).

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

Assessment and Recording

Children are formally assessed against the National Curriculum end of year expectations at the end of each academic year. This information is monitored and evaluated by the subject leader and shared with the next year's teacher.

Formative assessment

Formative assessment can be made from a range of sources within day to day teaching and is ongoing to inform future planning as part of Assessment for Learning.

Children's classwork is assessed frequently through the following:

- live marking to mark in the moment and children can respond immediately.
- regular marking with verbal feedback where necessary
- analysing children's errors
- questioning
- discussion
- use of plenaries
- we use the time after morning play for same day intervention
- we use the White Rose Maths pre-teach materials to ensure that all children can engage with the key learning and consolidate their understanding.
- we use Flashback Four 4 days out of 5 to recall prior learning.

Very little of this assessment is recorded in a formal way but it is used to inform future planning and teaching. Medium term planning is evaluated and annotated regularly in light of these assessments.

From Year 1, children should complete an arithmetic / mental activity at least once a week. A moderating meeting to review the accuracy of these judgements is held each term.

Pupils' progress against agreed attainment statements will be tracked on the school assessment system (Arbor) termly.

Summative assessment

Summative/reported - (EYFS, Year 2, Year 6)

In years 1 to 6, we use the White Rose Maths end of block assessments to inform future planning and identify gaps for intervention or immediate support.

For all year groups, we use NTS (National Test-style Standardised) assessment summative papers once a term to support our Teacher Assessment and provide a score based on age related expectations.

The results of these are recorded on class lists and are set for the following year.

All of the above will be monitored and discussed during pupil progress meetings and as part of staff performance management.

Role of the Subject Leader

Each subject leader has a job description with clear responsibilities for their role:

Intent

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Implementation

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment

- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

Impact

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

Reporting

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan
- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

Monitoring, Evaluation and Accountability

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

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