

Driffield Church of England (VC) Infant School



'Learn to let your light shine'

Matthew 5: 14-16

Mathematics Policy

(To be read in conjunction with the Calculation Policy)

Updated: January 2024

Statement of intent and ethos

Driffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos and the words from Matthew 5: 14-16 'Learn to let your light shine' that underpin our expectations for progress and achievement in all curriculum areas, including mathematics.

Aims

We aim to deliver teaching that will allow children to have a deep and robust understanding in all areas of maths. They will continue to develop and learn with high quality teaching in a purposeful learning environment, and use and apply their understanding through rich, meaningful experiences.

As a school, we consistently analyse data and teaching to maximise the confidence and level of learning in maths.

Effective learning

Children will experience complete coverage of the curriculum of maths in a variety of ways that specifically support their needs.

- Each classroom/ unit will include a Maths area or display. The children will have the opportunity to enquire, explore, use and apply their understanding within this area. This may include maths challenges or other activities.
- Children will have weekly Morning Maths activities that aim to develop children's number knowledge and their reasoning skills.
- Maths will be taught through whole class sessions, and will follow the White Rose Maths scheme. The units will be completed following the long-term plan, with the addition of extra teaching if required.
- Teachers and support staff will:
 - Support, address and deepen understanding.
 - Model and support learning in all areas (Including Using and Apply skills).
 - Support next steps in understanding and calculation.
 - Ensure depth, breadth and coverage of all aspects of the maths curriculum.
 - Encourage and support the development of reasoning skills.

All will support and progress the children's learning, understanding and confidence in maths.

- The curriculum will support the learning of maths, and all topics will provide the opportunity for the children to use and apply their understanding. Children will work through the sections in their White Rose Maths workbook and any other maths activities/worksheets will be added into their Maths Journals/Morning Maths books.
- Children will take part in 'Mastering Number' sessions four times a week. These short sessions will focus on number recognition and fluency.

Marking

Where appropriate, teachers or support staff will mark workbooks while the children are completing them, to enable immediate feedback or support if it is required. Marking and feedback should follow the marking policy, including verbal feedback (**VF**), Adult Support (**AS**) and 'Tickled Pink' or 'Green for Growth'. The consistency and clarity will provide the feedback needed so the children understand what they need to do next and what they have done well.

Planning

Teachers use the White Rose Maths scheme when working in maths lessons. It follows 'Small Steps' throughout the sections to ensure that the learning is broken down into segments that are accessible for the children.

Alongside this, teachers will use the Mastering Number planning and resources provided by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Calculation (For further support see Joint Calculation Policy)

The Joint Calculation policy has been revised by staff, SLT and the Maths subject leader, in conjunction with local partner schools. It is based around the calculation strategies taught through White Rose Maths for Key Stage One, and Maths No Problem for Key Stage Two. The policy is thorough in its approach to learning and supports the understanding of maths at every step and stage.

Teachers must be aware and adhere to the progression and expectations set out in the calculation policy. This includes the teaching and learning of number facts. This will ensure a continuity in methods and understanding across the school and ensure all children progress and meet the aims of the school in maths.

Assessment

Teachers will 'Tickle Pink' or 'Green for Growth' the children's work during the sessions, or after completion. This information will inform our planning at all levels.

In Key Stage 1 at the end of each module teachers will use the White Rose Maths assessments to support teacher judgements and inform next steps. At the end of each term there are two longer assessments, arithmetic and reasoning, which will also support teacher's assessments.

Towards the end of each term all teachers will report assessments using the school's assessment system. Data is analysed to identify progress of individuals, groups of pupils, next steps and to inform areas of intervention/ development.

Monitoring and Review

This policy will be reviewed every three years by the Headteacher and members of SLT including the SENCO, who will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is January 2027