MATHS POLICY

Issue No	Author / Owner	Date Written	Approved by Governors on	Authorised signature
1	Miss Boyd	Dec 2019	22/5/20	GC
2	Jose Sanchez	Dec 23		

Newlaithes Junior School

Maths Policy December 2023

What Maths looks like in Newlaithes Junior School

We strive to equip pupils with the tools to understand Maths. These tools include reasoning, problem solving and the ability to think in abstract ways. Mathematics is integral to all aspects of life; with this in mind, we strive to ensure that our children develop a healthy and enthusiastic attitude towards mathematics that will stay with them and support them in the next stage of their education and beyond. At each stage of learning, children are actively supported to reach their full potential as mathematicians.

Aims

- To develop a growth mind-set about ability to learn mathematics,
- To develop a positive attitude towards the subject,
- To become confident and proficient with number, including fluency with mental and arithmetic calculation
- To create problem solvers, who can reason, think logically, work systematically, discuss and apply their knowledge of mathematics,
- To develop mathematical language which children can use appropriately,
- To help children to become independent learners and to work cooperatively with others,
- To give a real-life context to learning in Mathematics.

Teaching and Learning

- All teachers use White Rose as a basis for planning. These however will not be followed religiously but will be augmented with arithmetic skills and other sources, such as Maths No Problem or other resources, dependant on cohort and prior knowledge. Planning will address the aims of the 2014 National Curriculum of fluency, reasoning and problem solving.
- Teachers plan on a weekly planning proforma and use the teachers' guide for White Rose or produce smart-notes, or equivalent for each lesson -Weekly planning will be downloaded in the teacher's drive to subject lead can monitor it in a weekly basis.
- Lessons will try to incorporate a combination of the '5 Big Ideas' of Maths Mastery such as fluency work, representation, reasoning tasks and problem-solving activities.
- Pupils should work in mixed ability groups whenever possible and appropriate
- Precise questioning during lessons ensures that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts -the use of STEM sentences may also help.
- Pupils are encouraged to make rich connections across mathematical ideas to develop deep interconnected understanding.

• Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems rather than accelerated onto new content.
• Additional support may be given in the following ways: further use of representations and resources, careful directed questioning, additional time or activities to consolidate understanding, adult and/or peer support
• New concepts are introduced by using a concrete, pictorial, abstract approach. See calculation policy.
• Every Maths lesson should show progress and/or help children to deepen their understanding and should build on prior knowledge, therefore all children should be challenged.
• Maths vocabulary should form part of every lesson and it should be used in the correct way in order to develop children's knowledge. Stem sentences should be used where appropriate.
• Every classroom should have helpful, appropriate, display materials, including maths vocabulary. There should be a clearly defined maths area/ working wall, with resources that can be easily accessed by the children and, where appropriate, examples of children's work.

- A separate calculations policy demonstrates how methods should be progressed
- Cross curricular opportunities should be identified and given where possible

Assessment and Marking

- Assessment is continuous and ongoing. There should be assessment opportunities in every lesson by the use of a range of techniques.
- Assessment values the process of mathematical thinking and explanation
- Assessment does not solely focus on the need to memorise key facts and procedures and answer test questions accurately and quickly.
- Assessment values applying mathematics to new and unfamiliar situations.
- Each term children's progress and attainment are assessed through NFER testing (Year 6 may use SATS papers) Teachers will then use this to identify gaps and areas to focus on.
- Times tables are assessed weekly in Years 3, 4 and 5. Children also have the opportunity to work through times table challenges using computing programmes such as Times Tables Rockstars -some internal school competitions will take place to promote the use of this app at home and to celebrate engagement and success. In addition, in order to further enhance this key skill, Mastering number in KS2 has been introduced in Year 4 and 5.
- Y4 MTC data will be collected by subject lead. Regular discussions between subject lead and Y4 teachers will take place in order to monitor current cohort's performance during 'unofficial' tests throughout the academic year.
- To give more detailed outlines of the child's progress, termly staff meetings on progress identify children who are not making the required progress and outline measures put in place for these children.

- Reports are sent out to parents annually in July to inform about progress and attainment.
- Opportunities for self and peer assessment should be incorporated into lessons regularly
- Children should consider what they did well and how to improve. Children are expected to perform to the best of their ability
- Children should self-assess, they may be asked to use different techniques such as traffic light colours with cubes or thumbs up/down
- 'Provocative' marking should be considered as it helps to further enhance children's understanding
- If children are given corrections to complete, time should be allowed for them to do this, usually at the beginning of the next lesson.

Monitoring and evaluation

- Book studies are undertaken every term. Extra training available from Sustaining Maths Mastery approach subject lead focus.
- There are also other ways to monitor lessons such as drop ins and lesson observations.
- Termly staff meetings address those children who are falling behind and interventions required. These are held after termly summative assessments.

Inclusion and Special Needs

- We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. Central to this is the early identification, intervention and careful planning for intervention through Provision Mapping.
- Disadvantaged children will also be monitored in termly progress meetings with catch up provision put in place where necessary

Review Date:

This policy was agreed by governor's on_____ and will be reviewed in the Autumn term 2026.