

FULLWOOD PRIMARY SCHOOL



MATHEMATICS POLICY

This policy outlines the teaching, organisation and management of Mathematics at Fullwood Primary School.

➤ **Intent:**

At Fullwood Primary School, we believe that effective Mathematics teaching enables every pupil to be confident and competent with Mathematics and develop a love for the subject and skills they are being taught. It gives children real life experiences and opportunities to apply these to everyday situations so they become lifelong learners and masters of the subject. We want all pupils at Fullwood to experience the beauty, power and enjoyment of Mathematics and develop a sense of curiosity about the subject with a clear understanding.

At Fullwood we foster positive can do attitudes and ensure that all children can achieve their best. We believe all children can achieve in Mathematics, and teach for secure and deep understanding of Mathematical concepts through manageable and progressive steps.

Through remote learning we ensure that all good practises, new learning, as well as lesson plans and overviews are adapted to suit online delivery and are tailored to suit the individual child and home learning.

We aim for the following:

- To strive to develop a positive approach to Mathematics regardless of a child's current attainment.
- Pupils to be able to reason Mathematically by following a line of enquiry and develop and present a justification, argument or proof, using Mathematical language.
- Through providing the pupils with an effective learning environment we will promote a passion, enjoyment and aptitude for the subject of Maths.
- We see it as our duty, to establish an ethos where mistakes are seen as the stepping stones on the road to learning and mastery of Mathematics.
- We aim to develop children's inclination to use and apply Mathematics, equip children with a range of strategies that they can use to problem solve, reason, and develop as independent learners with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- To ensure children experience Mathematics throughout the curriculum and make connections through all subject areas.
- We encourage children to use a range of mental methods for calculation, choose the most appropriate for a given problem and also to explain and justify their reasoning using appropriate Mathematical vocabulary.
- We feel it is paramount to develop children's secure base of known facts that they can use and apply to calculations and problem solving.

➤ **Procedures:**

The school's policy for mathematics is based on Curriculum 2014. The implementation of this policy is the responsibility of all the teaching staff. A separate calculation policy outlines the progression in mental and written methods to be used throughout different phases; this includes an appendix which looks at progression for a concrete, pictorial and abstract teaching approach.

To provide adequate time for developing maths skills, each class teacher will provide a minimum of 5 hours teaching a week. This may vary in length but will usually last for about 1 hour. Within these lessons there will be a good balance between whole-class teaching and work, group teaching and individual practice. An oral and mental starter which follows the National Curriculum objectives is to be used to refine, rehearse and reinforce previous learning. In addition to this,

each lesson will have a plenary to reinforce and allow children to reason alongside the key learning points or introduce new learning.

Foundation Stage take mathematical guidance from 'The Early Years Foundation Stage' document and integrate the learning of mathematics into most areas of learning through the 'Problem solving, reasoning and numeracy' targets.

➤ **Inclusion:**

Teachers are expected to plan for and assess children of all ability ranges within their classroom including those who are more able, SEND register and those with English as an additional language.

Where children are identified as en-route for not achieving their potential they are to be planned for through in-class interventions, out of class interventions may be provided for those with particular needs e.g. small group interventions with class teachers or LSAs outside of the daily maths lessons and booster workshops. Children whose families are eligible to pupil premium are given opportunities for: extra-curricular learning programmes, further support in curricular clubs, additional interventions and resources and information to support the learning of mathematics learning at home.

➤ **Parental involvement:**

The learning from the daily mathematics lessons will be extended through out-of-class activities or homework in line with the homework policy in each phase group. These activities will be short and focused and will be referred to and valued in future lessons. Parents will be encouraged to become involved in completing these tasks where appropriate. Parents are also encouraged to take an active role in supporting maths learning through 'TimesTable Rockstars' or other maths based gaming platforms at home to support development.

➤ **Assessment**

Teachers use both formative and summative assessment. Formative assessment is carried-out daily and used to inform the next day's teaching (AfL). The summative assessment procedure will take place through use of the Curriculum 2014 performance descriptors at the end of each term for children in years 1-6. In addition to this, children in year 2 and year 6 will take the compulsory National Curriculum mathematics tests to help inform their teacher judgement of a level. In Years 1-6 children will sit end of unit tests at the end of every unit for learning and at the end of a term, to support teacher's judgement of attainment.

Assessment in the foundation stage will be ongoing and linked to the Foundation Stage Profile and the expectations as laid out in the 'EYFS' document.

Please refer to the school's Assessment Policy.

➤ **Monitoring and evaluation of the policy**

Monitoring and evaluation of this policy will be carried out by the maths subject leader and Upper leaders and will be ongoing through each academic year through the use of pupil and staff interviews/ questionnaires, planning, data and book scrutiny and formal lesson observations. Outcomes from monitoring will be used to inform and identify training needs and areas for whole school developments.

➤ **Planning**

Planning is guided by the 'Fullwood Mastery' scheme of learning which follows the National Curriculum 2014 objectives in all year groups. The format for weekly planning is consistent and agreed for Key Stage 1 and 2. In the Foundation Stage maths planning is planned for discreetly and also integrated into the weekly planning of child initiated activities. Links will also be made to

mathematics across the creative curriculum so pupils can develop and apply their mathematical skills through task time activities and through natural cross-curricular links.

➤ **Resources**

The expectation is that each classroom will have a range of mathematical learning prompts and practical resources. There is also a central store of resources to support all aspects of mathematics. Computing will be used in various ways to support teaching and motivate children's learning. It is expected that use of computer-based programmes will be used (via PODS, laptops, chrome books and/ or I-pads) as part of daily mathematics lessons when it can be used as an effective way of meeting the lesson objectives – all pupils have a paid subscription to the 'Doodle Learning' website to support adaptive learning. This subscription allows access to 'DoodleMaths' and 'DoodleTimestables'. This is to support homework and assessments to better help teachers plan and adapt based on the pupils' learning as well as support rapid recall of number facts.

➤ **Remote Learning**

Children at Fullwood will engage in remote learning via use of Google Classroom for Maths homework on a regular basis. In the event of a school closure (due to COVID or weather), teachers will continue to plan from the Fullwood Mastery Scheme to be delivered remotely. Teachers may need to select alternative objectives/ units (different from their overview) if the lack of resources (at home) hinders learning remotely. Teachers will return to planned objectives once children return to school.

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Date of review: January 2023

Date of next review: January 2024