

SEBERT WOOD PRIMARY SCHOOL Maths Policy	
Date written/revised: Autumn 2020 Due for Review: Autumn 2023 Approval by Curriculum Committee	
Signature of Chair of Governors	

PURPOSE

This policy outlines the teaching, learning, planning and assessment of the mathematics taught and learnt at Sebert Wood Community Primary School. The school's policy for mathematics is based on the statutory objectives set within the National Curriculum 2014. The implementation of this policy is the responsibility of all the teaching staff.

AIMS

At Sebert Wood School our aim is that all pupils should reach their full potential as mathematicians. In order to achieve this, our aims as teachers are to-

- develop their **knowledge, understanding and fluency of mathematical concepts (including mental maths and times tables)** whilst enabling them to practice skills and methods using all four operations (addition, subtraction, multiplication and division).
- enable pupils to think critically and communicate their understanding in order to **reason mathematically**, using mathematical language.
- apply learnt mathematical skills in **different contexts** across the curriculum.
- **develop problem solving skills** to real and unfamiliar situations beyond the classroom and in everyday life situations.

CURRICULUM AND PLANNING

Teachers use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart. They ensure teachers stay in the required key stage and support the ideal of depth before breadth. They advocate pupils working together as a whole group and provide plenty of time to build reasoning and problem solving elements into the curriculum. Teachers are encouraged to complement the scheme with other useful resources, such as Maths- No Problem! and Nrich.

TEACHING AND LEARNING STRATEGIES

To ensure high quality teaching and learning of mathematics, pupils are taught mathematics every day. Teachers ensure progression throughout the year groups by making reference to the Calculation Policy for written methods. This then enables consistency throughout the school teaching and learning of mathematics. Short term planning outlines the topic area/strand with specific learning objectives and success criteria to be taught that week, vocabulary and manipulatives to be used, oral and mental starters and plenaries, main teaching activities and differentiated activities.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Therefore, across Years 1 to 6, the pupils take part in 'Maths Badges' and Times Table Rockstars to encourage and maintain the knowledge of these mental maths areas.

Moreover, pupils in Years 4 and 5 utilise the online programme, Mathletics.

ASSESSMENT STRATEGIES

Assessment opportunities are embedded into every lesson and the teacher monitors and adapts lessons accordingly. Such opportunities are;

- verbal feedback given by the teacher during activities

- differentiated questioning by the teacher where listening to responses indicates level of understanding.
- self- assessment e.g. through evaluation of a piece of work, marking own work, setting own targets.
- peer-assessment

More formal assessment may include;

- pupils' work marked promptly and in accordance with the school marking policy
- baseline assessment at the end of Reception year.
- summative standardised statutory tests at the end of Year 2 and Year 6.
- termly White Rose assessments.

Pupils' who are not working at age expectations (above or below) are monitored to ensure appropriate teaching differentiation for their needs.

SUBJECT LEADER ROLE

The subject leader is responsible for improving standards of teaching and learning in mathematics through

- providing leadership and direction in CPD
- classroom observation and feedback
- analysis of outcomes and monitoring pupil progress
- evaluating planning and work scrutiny
- conducting pupil perception surveys/interviews
- purchasing and organising resources
- organising planned visits to the school by the governor responsible for monitoring mathematics.

PROCESS FOR DEVELOPMENT AND REVIEW

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Improvement Plan.