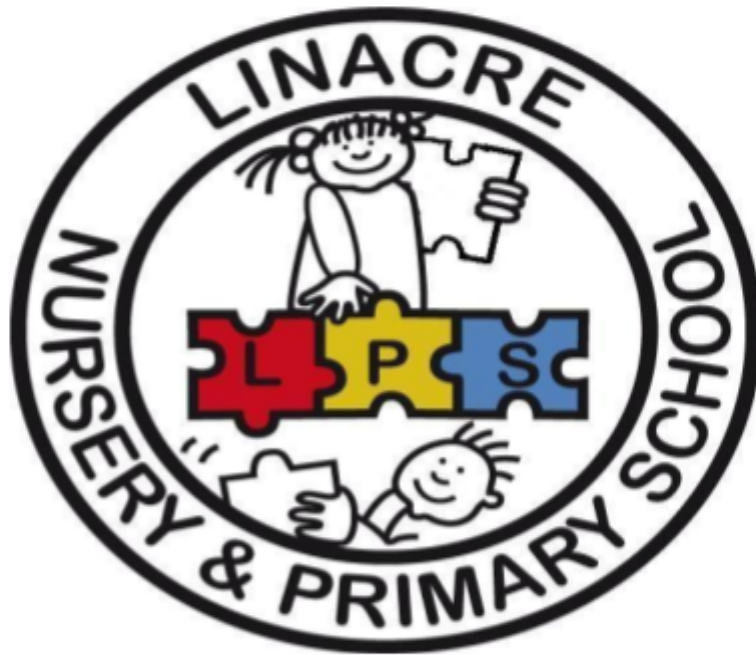


Linacre Primary School



Maths Policy

Date: July 2022

Staff member signed:

Governor Signed:

Contents

1. Curriculum aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Organisation and planning	5
5. Inclusion	5
6. Monitoring arrangements	6
7. Links with other policies	6

1. Curriculum aims

Mathematics at Linacre Primary is delivered in a variety of ways in order to ensure that our children have the opportunity to use and apply their knowledge and skills in a range of contexts. The delivery and content of our mathematics teaching is derived from and compliant with the standards of the National Curriculum.

We want to teach Maths in a way that:

- Delivers Maths in line with new National Curriculum guidelines
- Allows the children to be independent learners, and demonstrate resilience with difficult challenges.
- Creates a lively, exciting and stimulating environment
- Promotes the concept that acquiring Maths knowledge and skills provides the foundation for understanding the world of number.
- Develops mental strategies
- Encourages children to use mathematical vocabulary to reason and explain
- Allows time for partner talk in order to stimulate and develop a curiosity for Maths
- Challenges children to stretch themselves and take risks in their learning
- Creates a sense of awe and wonder surrounding Maths
- Ensures children in Key Stage 1 are secure in their understanding of number and number relationships
- Provides children with the opportunity for low entry-high ceiling challenges

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4. Organisation and planning

Planning

- White Rose Maths Scheme is used Year 1 - Year 6. Number of the week is used as a focus for Reception pupils.
- Reception follow 'Number of the week', and begin to look at comparing numbers to 10. In addition, they look at measures, shape and pattern, which is in line with 'Development Matters',
- White Rose Maths scheme used - This year Teachers are going to use the Powerpoints and premium resources only. The workbooks were used last year but they did not have the impact that the children needed. They also did not support SEND pupils adequately enough and for some children, the questions varied too much.
- Teachers use the White Rose scheme primarily to plan but also use 'Ready to progress' to identify gaps and to support with pre-requisites to back-track.
- NFER gap analysis is also used to identify areas that teachers need to prioritise.
- Morning maths takes place 8:45am - 9:00am Monday - Friday, alternating each week with morning grammar.
- Arithmetic tests are bi-weekly Y2 - Y6 and feed into the morning maths questions (Friday).
- Problem solving is within all lessons, but there is an explicit problem solving lesson that takes place once a week. All teachers follow the structure of my turn, our turn, your turn. Book is structured with 'Our turn' set out in the top of the page. This gives the children the structure for how to set it out in the bottom half of the page.
- KS2 - Timestable tests take place bi-weekly. Year 2 - Number bonds speed test bi-weekly (Friday).
- Reception - Use number of the week as their planning focus. They incorporate number and other mathematical opportunities within their continuous provision.
- Reception - Year 2 are part of the 'Mastering Number' programme which is a 10 minute session each day, focusing on basic number facts, number sense, composition and subitising.
- School are also part of the NCETM Mastery programme and are supported by the Maths lead of a local school.
- Flashback slides at the start of each lesson in jotter books.
- Year 6 have additional 'Flashback' sessions in order to support with SATs assessments.
- Lessons are expected to have opportunities to use concrete apparatus and pictorial representations to underpin pupil understanding.
- Using pedagogy to inform practice within the lesson so that pupils are not overloaded with information and retain what they have been taught.
- Teachers need to be aware of cognitive overload and structure their lesson carefully.
- Moderation in phases.

- Teacher assessment - Teachers judge against the National Curriculum objectives where they highlight and date.
- KS2 - Timestable Rockstars is sent home for homework on a weekly basis.
- Doodle Maths licences have been purchased for LAC and SEND pupils to accelerate their progress and support with their understanding of key concepts, and to address curriculum areas.
- Next steps, meet with Teaching and Learning Lead from Rainbow - DDI/assessment. Personalise what is needed for our children.
- Teachers use working walls to display pictorial images and WAGOLL. Teachers record examples on flip-chart paper and pin to the wall. This is less onerous on staff, reducing workload and having meaningful images in the classroom. Teachers may also include other useful resources such as images of clocks, shapes etc. However this should be relevant and link to the current learning.
- Each classroom has an 'enable table' with readily available resources for the children to select as needed.

See our EYFS policy for information on how our early years curriculum is delivered.

Pupils' Records of work

Children are taught a variety of methods for recording their work and are encouraged and helped to use the most appropriate and convenient. Children are encouraged to use mental strategies and their own jottings before resorting to more formal written methods. Children's own jottings to support their work is encouraged throughout all year groups. Problem solving questions are set out on the page so that the children know how to organise their own jottings and explanations.

Marking

Marking of children's work is essential to ensure they make further progress. Children are encouraged to self-mark their work where possible. Pupils self-mark in purple pen and add any corrections where relevant. Where teachers have marked, children are given opportunities to self-correct. Responses to marking are made as close to the work as possible, ideally at the start of the next lesson.

Please see Marking Policy for individual codes to indicate that the Learning Objective has been met.

Assessment

Age Related Expectations are included at the front of class assessment folders. Teachers will highlight which objectives have been met. This forms the basis of Teacher Assessments that are collated throughout the year. For year groups Y1 - Y6 there are different assessment points throughout the year. Y2 and Y6 will sit previous National Tests to provide a judgement which is tracked throughout the year. In May they sit end of Key Stage Assessments to provide an overall judgement. Y3 - Y5 sit NFER assessments during the same assessment point. This validates Teacher Assessments and supports judgements.

5. Inclusion

- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The SLT have a yearly monitoring cycle where the following takes place:

- Learning Walks.
- Monitoring of books.
- Pupil voice.
- Individual lesson observations.
- Data/Teacher Assessments.
- Peer monitoring.
- Maths Moderation - Across phases and across other schools.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Mrs J Cliffe/Mrs Martin, Maths lead has the responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by Miss E Gunnion, Headteacher and Mrs J Cliffe/Mrs Martin Mathematics Lead. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy

- SEN policy and information report
- Equality information and objectives

Reviewed/Devised - 14.7.22