

West Ashton Church of England Primary School



Maths Policy

Dated: March 2024

Review date: March 2026

‘You will shine among them like stars in the sky.’
Philippians 2:15

Aspire Believe Celebrate

Maths teaches children to make sense of the world around them through developing their ability to calculate, reason and solve problems.

The aims of the 2014 National Curriculum are for our pupils to:

- become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time
- develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately
- reason mathematically; follow a line of enquiry, conjecture relationships and generalisations
- develop an argument, justification and proof by using mathematical language. problem solve by applying knowledge to a variety of routine and non-routine problems, breaking down problems into simpler steps and persevering in answering

The National Curriculum sets out year-by-year programmes of study for Key Stages 1 and 2. This ensures continuity and progression in the teaching of mathematics whilst The EYFS Statutory Framework 2021 sets standards for the learning, development and care of pupils from birth to five years old and supports an integrated approach to early learning.

Intent

- for every pupil to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- for every pupil to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- for every pupil to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- to embed a mastery approach to learning by ensuring all children have a deep structural knowledge and the ability to make connections
- to encourage personalisation by ensuring all children work independently as well as collaboratively and be able to select appropriate materials for the task set, in a responsible manner.

Implementation

The teaching of mathematics at West Ashton is geared towards enabling each pupil to develop their own learning based on a concrete, pictorial and abstract approach. We endeavour to not only develop the mathematics skills and understanding required for later life, but also an enthusiasm and fascination about maths itself.

We aim to increase pupil confidence in maths so they are able to express themselves and their ideas using the language of maths with assurance. We recognise the importance of developing factual, procedural and conceptual knowledge.

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the mathematics curriculum lead. The approach to the teaching of

mathematics within the school is based on a mastery approach following the White Rose Mixed Age Planning Scheme of Work and White Rose and Numberblocks within EYFS.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. We recognise that students can underperform in mathematics because they think they can't do it or are not naturally good at it and our planning addresses these preconceptions, as well as misconceptions, by ensuring that all children experience challenge and success in their lessons by developing a growth mindset.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards.

Special Educational Needs

The daily mathematics lessons are inclusive to pupils with special educational needs. Maths focused intervention programmes are delivered to help children with gaps in their learning and mathematical understanding. These can be on a group or 1:1 basis and are led by trained support staff and overseen by the class teacher.

Equality

Positive attitudes towards mathematics are encouraged, so that all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with mathematics.

Lessons

For all strands of learning, learning objectives and key vocabulary are clearly displayed and discussed.

The emphasis in lessons is to make teaching interactive and to engage all pupils, encouraging them to talk about mathematics.

Lessons involve elements of:

- instruction – giving information and structuring it well
- demonstrating – showing, describing and modelling mathematics using appropriate resources and visual displays
- explaining and illustrating – giving accurate and well-paced explanations
- questioning and discussing
- consolidating
- reflecting and evaluating responses – identifying mistakes and using them as positive teaching points
- summarising – reviewing mathematics that has been taught enabling pupils to focus on next steps

Role of the Mathematics Curriculum Leader

- to lead in the development of mathematics throughout the school in order to raise standards
- to monitor the planning, teaching and learning of mathematics throughout the school

- to provide teachers with support in the teaching of mathematics
- to provide staff with CPD opportunities in relation to mathematics within the confines of the budget and the School Improvement Plan
- to monitor and maintain high quality resources
- to keep up to date with new developments in the area of mathematics