



Crowle Primary Academy Maths Policy



Vision for Maths at Crowle Primary

Everybody loves maths.

Subject aims and objectives

At Crowle Primary Academy, we believe that maths plays a vital role in everyday life. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject

Using the Programmes of Study from the National Curriculum 2014 it is our aim to:

- Develop a positive attitude towards mathematics and an awareness of the fascination of mathematics
- To give children an ability to solve problems, to reason, to think logically and to work systematically and accurately
- To develop children's initiative and an ability to work both independently and in cooperation with others
- To develop an ability to use and apply mathematics across the curriculum and in real life
- Children to have an understanding of mathematics through a process of enquiry and experiment
- To develop children's knowledge and understanding of Mathematical concepts whilst enabling them to practice and hone skills and methods
- To enable children to think critically and communicate their understanding
- To give children the opportunity to apply learnt mathematical skills and make decisions in different contexts across the curriculum
- To promote enjoyment of learning through practical activity, exploration, discussion and the use of the outdoor environment
- To be prepared for applying their skills effectively in everyday life situations, in their future learning and in the workplace
- To have the building blocks firmly in place to provide a solid foundation to lead onto secondary, further and higher education

Curriculum and School Organisation

We follow the 2014 National Curriculum Framework for Mathematics and use the Maths Mastery curriculum to support teaching and learning. The Mathematics Mastery approach has three key principles: deep understanding, mathematical thinking and mathematical language, with problem solving at the heart, this enables quality learning and teaching to take place.

Maths is taught on a daily basis, following the maths mastery approach – this involves a maths meeting and a 6-part maths lesson.

The maths mastery approach provides teachers with a clear programme to work with. Lessons follow a 6 part structure. This keeps lessons pacy, gives flow and allows more opportunities to teach creatively, give feedback and assess learning. Each unit of work is carefully planned and allows children the opportunity

Teaching

- In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern, shape and space. They do this through a combination of short, formal teaching, as well as a range of planned structured play situations, where there is plenty of scope for exploration. Children in YR follow Mathematics Mastery



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- Children will become very competent ‘counters’ so that their fluency with the number system provides a foundation for mathematical understanding. Counting forwards and backwards in many different sized steps as well as from different starting and ending points is essential
- Maths learning builds from a concrete understanding of concepts where children are manipulating objects. When children are able to see concepts this way, they then need to understand the same concepts represented pictorially. Children are then ready for abstract representation before being able to apply their knowledge to different situations
- Pupils have access to plenty of concrete materials such as bead strings and cubes/counters so that they have time to fully explore mathematics
- Children should be encouraged at all times to communicate their understanding of maths so that it clarifies their thoughts
- Children’s mental maths is of great importance, with number bonds, times tables facts and various strategies for calculation taught and practiced at school with support sought from parents through homework activities
- A progression towards efficient written calculations should be developed and applied consistently in each year-group. The school calculation policy should be followed
- Maths gap analysis should be used to highlight areas which need to be revisited

Assessment

Teachers make daily assessments of learning which are recorded on planning sheets, or onto assessment records to inform next steps. Teachers use assessment for learning (AfL) to help them adjust their daily plans and inform future teaching / close gaps. These short-term assessments are closely matched to the teaching objectives.

As a school we use NFER testing materials at the end of each term, the results from these tests are used to monitor progress and complete gaps analysis to inform future planning. Data from the tests is then inputted onto the school’s assessment system and the data analysed.

Data meetings are held termly to ensure that teachers are pro-active in using assessment information to inform both whole class teaching and intervention strategies. Teachers will assess whether children are emerging into, reaching the expected or exceeding the expected standards for their age group. Teachers use an annual report to inform parents about children’s progress in maths and progress is discussed at least twice a year.

At the end of Key Stage 1 and 2 children undertake the statutory testing in maths.

Throughout the year moderation is planned for within key stage meetings to check that judgments are consistent across the school. The Academy also takes part on moderation activities as a whole school, with other schools across the trust, with other schools in our local cluster and with the local authority.

Resources and accommodation

We use a range of resources to support our planning and teaching, including Abacus. Each class is equipped with a range of mathematical resources and apparatus relevant to the year group of that class. These are stored in accessible and clearly labelled drawers, shelves, containers. All children have access to a range of numeracy aids such as place value cards, number lines and 100 squares.

Some equipment is held centrally, with many resources in individual classrooms. Throughout Key Stage 2, teachers use the Abacus scheme to support with planning and use a range of the textbooks when necessary during lessons. These books are kept in the relevant classrooms.

Monitoring and review

This subject is monitored by the subject leader through;



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- Analysing data
- Planning and work scrutiny
- Lesson observations
- Parent/staff/pupil feedback
- Work share opportunities
- Link governor meetings
- Link governor reports
- Data meetings

As a result of monitoring and evaluation procedures, development needs for individual staff and the whole-school are identified and organised into an action plan.

We aim to regularly evaluate this policy and review it as stated except where Government or LA changes necessitate an earlier review or where a request has come from the Governors or Headteacher.

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