

Hale CEVC Primary School



Mathematics Policy

September 2024

Our vision is founded on Matthew 5: 14-16

'Be the Light'

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:14-16)



Hale CE Primary School

Mathematics Policy 2024-25



Hale CEVC Primary School is a Church of England School where Christian Values and our Vision lie at the heart of everything we do.

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INTENT

The aims of our Mathematics curriculum is to encourage children to:

- Become fluent in all aspects of number
- To know and recall number facts including bonds and multiplication facts
- To use these known number facts and calculation strategies to reason and explore various mathematical concepts and make mathematical links
- To use prior learning to embed understanding and build new learning
- To problem solve using mathematical concepts they have learned

IMPLEMENTATION

Through teaching and learning we will provide adequate time for developing mathematical skills, each class teacher will provide a regular mathematics lesson, daily. These lessons are 60 minutes long. Maths is taught daily in the mornings. Additional mathematics may be taught within other subject lessons when appropriate.

In the Foundation Stage mathematics is taught through a range of learning contexts with shorter focused activities. Shared input sessions are timetabled as are follow up activities.

Additional opportunities for focused fluency practice is timetabled in for 20 mins a day for at least 3 times a week. This could be fluency grid based, number of the day or TT Rockstars.

What to Expect to See in a Lesson

CPA approach from both teachers and children

Vocabulary effectively modelled

Opportunities for reasoning either verbally or written as a standard practice

Children rapidly progressing through activities

Teachers selecting questions using careful variation
High expectations for attainment from all ability groups of children
Teachers to be encouraging children to be independent and resilient

Recording of Pupil Work

There are occasions when it is not necessary to record mathematics in a permanent form, but there are also occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording for themselves.

Recording work may involve children making rough jottings first, followed by recording actual answers for the teacher's attention. All children are encouraged to work tidily and neatly when recording their actual answers but jottings may take any form and are important evidence for the teacher.

All classes are aiming for lessons to consist of four stages.

Page 1

Calculating- 10-15 minutes exploring a written or mental calculation based on the calculation policy.
Anchoring- 15 minutes exploring a problem using practical and concrete resources (also known as messy maths time).

Journaling 20 minutes- Children showing evidence in books of their understanding in a range of written, formal and informal ways.

Deepening- Opportunities for mastery and GD tasks that will deepen pupil understanding and support teacher assessment.

IMPACT

We will use various forms of assessment to evaluate the impact of our Mathematics curriculum and teaching.

Formative assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers mark work in mathematics in line with the school marking policy.

The school uses NFER to assess children's' knowledge and skills. The programme offers a system which plots individuals' progress through age related indicators. It offers the ability to analyse the progress of individuals, small group and whole cohorts.

Statutory assessments are made at the end of Foundation Stage and end of Key Stage 1 and 2, and optional assessment materials are used in years between.

Homework

TT Rockstars / Numbots will be set as regular homework for maths. There is an expectation for teachers to send out focused maths homework in line with the calculation policy.

