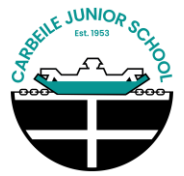




CARBEILE JUNIOR SCHOOL MATHS POLICY



CS – March 20025

Introduction:

This policy statement outlines the purpose, nature and management of the maths taught and learnt in the school. The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the Co-ordinator and Head Teacher.

Intent:

Every child to build a deep, conceptual understanding of concepts, which will enable them to apply their learning in different situations, to become competent and independent mathematicians.

Implementation:

- A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning AND Problem-Solving activities.
- We follow the White Rose schemes of learning to ensure that the coverage for the year is completed and we recognise that for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective.
- Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking.
- Children are provided with the necessary resources to allow all children to access the curriculum and encourage them to use this where appropriate to explain their logic and reasoning.
- Teachers teach for mastery – an approach to extend and deepen the understanding of pupils within each year group.
- Teachers use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.
- We use our 'total recall' time at the start of maths lessons to develop the children's long-term memory.
- We use mathematical fluency time to work on rapid recall of key knowledge.
- We use the Ready to Progress Criteria to make sure children are well prepared for their next stage in learning.

Organisation of teaching and learning

- Maths lessons normally take place 4 mornings a week. Each lesson lasts for 60 minutes.
- Mathematical Fluency lessons are taught 4 times a week and last for approximately 15 minutes.

In these lessons you will typically see:

- A focus on fluency facts and times table facts
 - Fun, engaging activities
 - A fast pace
- Cross Curricular maths lessons - many aspects of the curriculum, especially Measurement, Geometry and Statistics are taught through a cross-curricular approach. There are particularly strong links with Computing, Science, Geography and Art.
 - STEM – STEM lessons are taught termly and include many elements of maths.

Learning Environment

The school aims to provide a mathematically stimulating environment:

- through displays that promote mathematical thinking and discussion
- through displays of pupils' work that celebrate achievement
- by providing a good range of resources for teacher and pupil use
- through the use of working walls.

In every classroom concrete resources, such as Base 10, Numicon and place value counters will be used before moving learning into the pictorial and abstract. This allows children to become confident in their use and understanding of the number system. There will also be a range of visuals available such as number squares, multiplication grids and number lines.

Planning

- Staff follow the White Rose scheme of learning to ensure full coverage of the curriculum objectives.
- Staff follow the White Rose calculations policy when teaching written methods.
- All teachers use Smart Notebook to plan lessons alongside their medium term planning and these are saved on the server.

Target Setting

- Every child has their own personal targets based on the aspects of the pupils' learning that require improvement (these should be stuck in the front of the child's maths book).
- Children work towards achieving discs for every 5 targets they master.

Home Learning

We recognise the importance of making links between home and school and encourage parental involvement with the learning of maths. In particular, we understand the need for fluency of times table facts to free up working memory. Children are expected to spend a minimum of 10 minutes per week on Times Table Rockstars.

Having recognised the differences between some of the methods taught now compared to the methods parents might have learnt, parent workshops are held for additional home/school collaboration when required.

Assessment

Assessment is carried out:

- orally through questioning
- by observation of children at work
- formatively to ensure children's understanding throughout the lesson
- by daily marking of children's work with high quality verbal feedback providing pupils with guidance on how to improve their work.
- through planned assessment activities linked to the key objectives at the end of each block of work.
- Teachers make and record an end-of-term assessment of each child's 'best fit' against the Age related Expectations for their year group.
- This information is used alongside the teacher's knowledge of the child to give an assessment judgement. This then highlights any children requiring intervention.
- Attainment is monitored by maths co-ordinator and teacher, and year group meetings and Pupil Performance meetings are used to identify children that might not have made expected progress, with relevant intervention used when necessary.
- Termly reports are given to parents outlining pupil attainment, progress and effort.

See **Assessment Policy** for further details.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Maths Coordinator
- Governors

This exercise will entail:

- scrutiny of medium and short-term planning and feedback by the maths coordinator
- regular classroom observation and consequent feedback to staff and governors
- reviewing children's work - 'Book Looks'
- pupil conferencing
- analysis of test data and papers
- monitoring of assessment and record-keeping, marking
- monitoring of home learning
- staff meetings might include discussion of the teaching and learning of maths.
- reporting to governors

Maths Co-ordinator Responsibilities

- teach demonstration lessons to ECTs (Early Career Teacher)
- ensure teachers are familiar with the Curriculum and help them to plan lessons if required.
- lead by example in the way they teach in their own classroom
- prepare, organise and lead INSET
- action plan as part of the school development plan
- work co-operatively with the SENCO (Special Educational Needs Co-ordinator) in providing advice and support for staff
- lesson drop ins with a view to identifying the support teachers need
- attend INSET and CPD
- organise and leading events for parents about the strategies we use to teach maths
- discuss regularly with the Headteacher and maths governor the progress of maths in the school.

Impact:

In 2024, 82% of Y6 pupils achieved 'Expected Standard' for Maths and 21% of Y6 pupils achieved Above Expected Standard (End of KS2 SATs).

Policy Review

A revised copy of the Maths Policy has been produced. Unless earlier revision is required, each document will be reviewed on a bi-annual basis by the subject Co-ordinator and Head Teacher. Once approved by the Governing Body, the policy will be available to all staff and parents and stored as a hard copy by the Clerk and Senior Administration Officer.

Next Review: March 2027

Head Teacher: Mr P Hamlyn

Chair of Governors: Mrs S.Morton