

St Laurence Church of England Primary School



Maths Policy

Introduction

At St Laurence Church of England Primary School, we believe that mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils at St Laurence Church of England Primary School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding. We foster positive can do attitudes and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps.

Teaching and Learning

To ensure whole consistency and progression, the school uses the DfE approved White Rose Maths scheme. Mathematical topics are taught in units and each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. The White Rose lessons are structured so that children access fluency questions first, followed by problem solving and reasoning questions. Staff structure lessons so that all children get the opportunity to access problem solving style questions.

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills. Students can underperform in mathematics because they think they are unable to do it. The White Rose Maths programme addresses these preconceptions by ensuring that all children experience challenge and success in mathematics by developing a growth mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child.

Daily Counting

All of our school take part in daily counting activities. EYFS focuses on counting forwards and backwards to 20, while KS1 counts within 100 both forwards and backwards. They then progress to counting in 2s, 5s, 10s and 3s. KS2 typically uses the daily counting time to practice times tables and division facts.

Maths Lessons

A typical lesson starts with counting or times table practice. Children will then be introduced to a concept via the White Rose scheme of work powerpoints. Staff adapt these powerpoints to ensure that the needs of the class are met. Teachers use careful questions to draw out children's discussions and their reasoning and the children learn from misconceptions through whole class reasoning. Children are expected to complete independent learning by completing questions in their exercise book. Following a period of the lesson accessing the fluency questions, staff will provide a whole class input on a reasoning/problem solving question and then direct children to access those types of questions.

Within EYFS and KS1 maths understanding is further strengthened by additional maths tasks being made available during other parts of the day.

Planning and resources

To ensure consistency, all staff adapt and add to the planning provided by White Rose Maths.

The use of mathematics resources is integral to the White Rose Maths scheme and thus planned into teaching and learning. The school has a wide variety of good quality equipment and resources, both tangible and ICT based, to support our learning and teaching. Standard resources, such as number lines, multi-link cubes, base ten, hundred squares and counters are located within individual classrooms. Resources within individual classes are accessible to all children who are encouraged to use it, where needed.

High quality practice books, approved by the DfE, as part of the national approach to teaching for mastery are used in each year group and a digital version of the lessons allows these to be shared with the class, during the main teaching. Teachers are encouraged to use the school playgrounds as an outdoor classroom when possible, for example, when teaching length, area or perimeter.

We subscribe to White Rose Maths Infinity Programme (KS2) and One Minute Maths (KS1), which are online programmes used to enhance learning. In KS2, Infinity can be used as a tool to push high achieving pupils through the creation of bespoke quizzes or to embed learning through further practice for all. In KS1, One Minute Maths is used as an additional resource to further strengthen children's understanding of different concepts.

Assessment

All year groups track attainment and progress using Arbor. This includes the EYFS so that there is consistency as children move up through the school. Teacher assessment takes place after each lesson and teachers will RAG rate (Red, Amber, Green) the lesson for each child. Children will sit a pre unit assessment and a post unit assessment for each unit of work they do. These assessments are part of the Whiterose scheme of work. All of this enables staff to see who needs additional support with individual lessons and units of work. Finally, children are assessed through Rising Stars NTS tests each term.

The results of the NTS assessments are put onto Rising Stars Boost Insights system which analyses the data, identifies gaps and produces recommendations for interventions.

Children self-assess each completed piece of work in their Whiterose Maths book. The child will then mark in red, orange or green to show how well they believe they have met the lesson objective.

Spiritual, moral, social and cultural development

Maths contributes to the teaching of PSHE by encouraging children to take part in class and group discussions. During this time, children learn to listen and respect the views of others while understanding how best to gently challenge and correct ideas, where appropriate.

Maths and Inclusion

At our school, we teach maths to all children, whatever their ability through quality first teaching. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with special educational needs, those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are more able.

Maths Coordination

The maths coordinator will:

- Actively encourage the love of maths throughout the school
- Ensure that maths have a high profile throughout the school
- Monitor the school and individual needs
- Source and provide quality professional development opportunities for all
- Maintain an overview of current trends and developments within the subject
- Ensure, together with the Headteacher, a rigorous and effective programme of

lesson observation, monitoring and feedback

- Actively seek out the views and opinions of children and staff
- Work alongside the SENCo and other school leaders to monitor children's progress through the analysis of whole school data
- Audit and purchase central and class based maths resources

Additional Information

Our Calculation Methods policy provides further detail on how we teach for progression across the school and aims to provide guidance on teaching methodology used throughout the school. Further information on how we help children progress on a day to day basis can be found on the school website.