



# HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL



## Maths Policy

Our vision is to "Live generously and graciously towards others, the way God lives towards us" (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

### Curriculum Intent



Mathematics is an important creative discipline that helps us to understand and change the world. Our curriculum develops skills, knowledge and fluency in maths, which enables children at Hipswell C of E Primary School to experience the power and enjoyment of mathematics and develop a sense of curiosity about the subject. Children will apply creative thinking to problem solving, justify and reason with others using a rich mathematical vocabulary. Taking a metacognitive approach when teaching maths, we want children to have a positive, resilient and confident attitude to Maths.

### We aim to enable children to:

- Have a positive attitude to maths.
- Have self-confidence in their ability and achieve their potential in Maths.
- Develop Mental Fluency, Reasoning Skills and Problem Solving strategies.
- Be able to work systematically, cooperatively and with perseverance.
- Be able to think logically and independently.
- Understand the appropriate underlying skills, concepts and knowledge of number and apply it within other areas in and out of school.
- Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical vocabulary.
- Be able to explore problems using appropriate strategies, predictions and deductions.
- Encourage the use of mental calculations and efficient strategies to work out solutions to enable them to develop procedural fluency alongside their conceptual understanding.

### Teaching and Learning

Teaching and Learning Maths in the Foundation Stage meets the requirements of the EYFS Educational programme. The curriculum follows the Mastering Number programme for the teaching of number. In addition to this, the White Rose scheme is adapted to ensure full coverage of all the strands of the curriculum to ensure they are equipped with the skills and knowledge for Year 1. Children are encouraged to develop their understanding of Maths through varied activities that allows them to use, enjoy, practise and talk confidently about Maths through purposeful play and a variety of adult-led and child-initiated activities. In Key Stage 1 and 2 the National Curriculum Programmes of Study are followed. Teachers use the White Rose Maths scheme to

support their planning, ensuring it is tailored to meet the needs of the children. Year 1 and 2 also follow the Mastering Number programme to secure firm foundations in the development of good number sense. Children are taught to have a strong conceptual understanding of maths; its concrete, pictorial and abstract structures and their relationships and to effectively use manipulatives to support thinking, learning and understanding. Using a metacognitive approach to teaching Maths, children explore the concepts more deeply, building on their understanding of specific vocabulary and being articulate in their justifications and answers.

Maths is taught daily, including additional fluency, which embeds the prior learning. For each lesson, clear objectives are set for each lesson and are shared with the children. Teachers adapt learning according to the needs of the children and use intervention programmes for targeted support. Teaching Assistants are used to support the teaching of Maths. They work under the guidance of the teacher with small groups of children or individuals.

We believe that the teaching and learning of times tables should be through a variety of interactive, visual and engaging techniques, where children can achieve their full potential.

At the end of Year 4, children are required to take a multiplication tables check (MTC) in the Summer Term. The purpose of this check is to determine whether children can fluently recall their times tables up to  $12 \times 12$ , which is essential for future success in mathematics.

## **Inclusion**

At Hipswell C of E Primary School we are committed to providing all children with an equal entitlement to activities and opportunities in Maths. All children receive high quality teaching on a daily basis and activities are differentiated according to their needs. In addition, where identified children are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these children.

## **Evaluation and Assessment**

At Hipswell C of E Primary School, children are assessed throughout the year to ensure progression and achievement in Maths. Assessment is an integral part of teaching and learning and is a continuous process.

Teachers assess children daily through:

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term is planning evaluated in light of these assessments.

A summative assessment of each child is completed using GL for Years 3-6 at the beginning and end of the school year. The appropriate test is administered to children starting mid-year. At the end of every block, children are assessed on the current learning. Children's progress in Maths is assessed against the expected standard for their age group will be provided in their end of year report. Using a range of sources, teachers will use their professional judgement and the National Curriculum statements to assess the children's attainment and progress. Assessments will be completed each term and the data will be recorded on the Insight program.

Statutory assessment tests (SATs) are used for children in Year 6. Optional KS1 SATs are used in Year 2. Children in Year 4 are required to take a multiplication tables check (MTC) in the Summer Term.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, through professional dialogue and performance management. These are reflected in the School Improvement Plan. Where necessary, the Maths lead will arrange any CPD for staff, as well as disseminating any feedback from any courses, including the Maths Hub.

### **Monitoring**

The quality of teaching and learning in Maths is formally monitored by the Curriculum Leader and/or Headteacher, supported by the Governor with responsibility for Maths, through lesson observations, work scrutiny, learning walks, pupil conferencing and data analysis.

The teacher responsible for leading Maths is Miss K. Clark.

The Governor with responsibility for Maths is Mr. T. Zaranko.

**Agreed date: September 2023**

**Review date: September 2024**