



St Anne's Catholic Primary School

Maths Policy

1 The Purpose of this Maths Policy

- 1.1 The purpose of this Maths Policy is to offer guidance and continuity as to how we, as a staff, approach the teaching, implementation and learning of mathematics at St Anne's School.

2 Aims

- 2.1 The aims for teaching for maths at St Anne's School are:
- To develop and use computational skills with confidence, understanding, speed and accuracy;
 - To develop understanding and use mathematical language;
 - To understand the application of mathematical ideas in different everyday situations;
 - To develop the ability and confidence to tackle mathematical problems;
 - To equip the children for the mathematics they will need in everyday life, including the need to think logically, solve problems and think in abstract ways.

3 Objectives

- 3.1 We adopt an approach based on the following four key principles:
- Dedicated daily maths lessons, which last about 45 minutes in KS1, and up to 60 minutes in KS2. In Reception there are at least four maths carpet sessions a week, as well as targeted guided maths activities every fortnight. In Nursery there are opportunities for mathematical activities daily;
 - Direct teaching and interactive oral work
With the whole class and groups; this usually takes the form of the three-part lesson;
 - An emphasis on mental calculation;
 - Controlled differentiation

- 3.2 All children are engaged in maths relating to a common theme. In the EYFS, maths interventions are run by an intervention TA for those children who may need additional support.
- 3.3 It is also important to find time in other subjects for children to develop and apply their mathematical skills, for example, planning opportunities within topics or through Science.
- 3.4 Children enjoy and actively take part in maths lessons, developing an appropriate mathematical vocabulary as modelled by the teachers using guidance from the National Curriculum (NC).

4 Teaching and Learning Strategies

- 4.1 As a school we are aiming to achieve a consistent approach to the teaching and learning of maths.
- 4.2 In each year group, Y1-Y5, children are taught in mixed ability classes, with the option of streaming by ability in Y6. Within every lesson, maths is related to a common theme with differentiation ideally at three levels of ability.
- 4.3 Gaps in pupils' knowledge and understanding are identified early through gap analysis and in-class questioning. They are addressed by using specific differentiation and/or setting individual or small group intervention to ensure all pupils learning is moved on.
- 4.4 We set high expectations for all pupils. Differentiation is manageable with targeted, positive support to help those who have difficulties with maths and challenge to enhance provision for the more able, such as through investigations and problem solving that required the children to apply their skills in a range of contexts.
- 4.4 Lesson time is devoted to the teaching and learning cycle of review, teach, practise, apply and review.
- 4.5 Work is carried out using a balance of individual, paired and group work.
- 4.6 Teachers demonstrate, explain and illustrate mathematical ideas to fully involve children, using a variety of models and images. They maintain children's interest through appropriately demanding work.
- 4.7 Teachers use, and expect children to use, correct mathematical notation and vocabulary.
- 4.8 Mathematical errors and misconceptions are dealt with as they are identified in a positive and supportive way. The plenary is an ideal opportunity for dealing with misconceptions.
- 4.9 Pupils' learning begins with concrete experience, leading onto mental strategies and finally to formal representations as laid out for year groups in the NC.

5 Planning

- 5.1 There are three elements of the planning cycle for the teaching of mathematics.
- 5.2 Long-term planning follows the yearly programmes of study as laid out in the NC and the EYFS Development Matters.
- 5.3 Medium-term planning is based on objectives from the NC (White Rose).
- 5.4 Short-term planning is in the form of weekly plans which includes; daily objectives, teaching and activities, vocabulary, key questions, resources and where support is targeted. In the EYFS planning includes weekly objectives and teaching; daily activities are included on the provision plan.

6 Additional Support

- 6.1 **Sumdog.** Sumdog is an online platform to which all children in KS2 are signed up to. It uses motivating games to encourage students to practise their mathematics. As students work, their adaptive learning engine monitors their progress and targets its questions to their needs. This allows children to play with their classmates, even if each one is working on different skills. Sumdog's games can be used to work on any skill. This means students are free to play what they want - but teachers retain control over what they are learning.
- ~~6.2 **Maths Intervention.** Maths Intervention is a program to encourage children to build their confidence by breaking skills and concepts into the most basic steps of perception and understanding. Currently at St Anne's, children from Y4, 5 and 6 are supported through this program.~~
- 6.5 **Booster.** Booster sessions in maths are offered to all children in Y6. These sessions require permission from parents for the children to attend as they are before or after school and they are run by teaching staff.

7 Homework

- 7.1 Setting and completion of regular non-negotiable maths homework is timetabled for each year group across the school. Teachers monitor homework on a weekly basis to ensure that it is complete and handed in on time.

8 Marking Work

- 8.1 Pupils' recorded maths work should be marked regularly, following the school's Marking and Feedback Policy, to support the children in their knowledge and understanding, as well as to recognise their achievements.

9 Assessment and Record Keeping

- 9.1 Assessment takes place at three connected levels: short-term, medium-term and long-term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.
- 9.2 Short-term assessments are an informal part of every lesson to check the children's understanding and give information, which helps to adjust day-to-day lesson plans.
- 9.3 Medium-term assessments are carried out using Maths excel sheets with outcomes linked to the NC. These are completed using test scores and information from PUMA tests, alongside teacher assessment from class work that term.
- 9.4 Long-term assessments take place termly for all pupils, Y1-Y6, and are used to assess and review pupils' progress and attainment. Included in these, are the compulsory NC maths tests for pupils in Y2 and Y6 and the multiplication tables check in Y4. Class teachers meet with the Assessment Lead, Teaching and Learning Lead, Inclusion Lead and SENCo termly to review pupil progress and attainment. Furthermore, teachers also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce an end of year report. Accurate information is then reported to parents/carers and the child's next teacher.

10 Involving Parents and Carers in the teaching of Mathematics

- 10.1 We involve parents/carers in the following ways:
- Encouraging them to support their children to complete homework;
 - Organising "Maths" or "Key Stage Workshops" for parents/carers to attend;
 - Through Teacher and Parent/Carers conferencing, in Autumn and reviewed in the Spring term, where targets are set to support child's learning;
 - Parents of KS1&2 SATS children are briefed on the curriculum to be taught in preparation for the tests.
 - Parents of Year 4 pupils are informed about the Multiplication Tables Check (MTC) and the national curriculum end of year expectations regarding the learning of times tables. Strategies are shared with these parents to support their children's learning in preparation for their MTC.

11 Maths Resources within the School

- 11.1 Centrally resourced Maths cupboards can be found in the corridor outside the staff room. The cupboards are labelled according to their contents. Each class stores materials necessary for day-to-day teaching of Maths.

11.2 Whole School resources:

Number lines	Clocks
Spinners	Sand timers
Dice	Stopwatches
Place value cards	Tape measures
0-100 number cards	Metre rulers
Base blocks	Trundle wheels
Times tables games	Measuring jugs and containers
2D shapes	Scales
3D shapes	Weights
Nets of 3D shapes	Money
Peg boards	Fraction pies
Multilink	Fraction walls
Clix	Fraction and decimal resources
Protractors	Teacher resources
Sorting hoops and trays	

11.3 A range of computer programs and ICT equipment is also available to support the learning of maths.

12 Related policies

12.1 See also:

- Calculation
- Assessment;
- Staff Handbook
- EYFS;
- Equal Opportunities;
- Homework;
- Marking and Feedback;
- More Able;
- SEND;
- Staff Code of Conduct;
- Teaching and Learning

Date agreed by governing body on 07/12/2021	Signature of Chair or Vice Chair
Date agreed for review Autumn 2024	Frequency of Review Three Years
Responsibility for Review A&C Committee	