



White Cliffs

Primary School

Unique - Confident - Valued

Maths Policy

White Cliffs Primary School Maths Policy	
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Statement of intent

White Cliffs Primary School recognises that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. A high-quality maths education provides a firm foundation for understanding how maths is used in everyday life and activities, developing pupils' ability to reason mathematically.

Through the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.
- An appreciation of the creative aspects of maths and an awareness of its aesthetic appeal.

1. Legal framework

1.1. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Mathematics programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Curriculum Subject Leader (CSL) is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the National Curriculum and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

2.2. The class teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' mathematical skills, with due regard to the National Curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the CSL about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this three times a year to parents.
- Reporting any concerns regarding the teaching of the subject to the CSL or a member of the Senior Leadership Team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

2.3. The Special Educational Needs Coordinator (SENCO) is responsible for:

- Liaising with the CSL in order to implement and develop maths throughout the school.
- Organising and providing training for staff regarding the maths curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of mathematical objectives in pupils' individual education plans.
- Advising staff on the use of support staff in order to meet pupils' needs.

3. Early years provision

3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

3.2. Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths

- Understanding the world
 - Expressive arts and design
- 3.3. Activities will provide pupils with the opportunity to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measurements.
- 3.4. All activities will adhere to the objectives set out in the framework.
- 3.5. During the early years foundation stage, pupils will be taught in line with EYFS Development Matters 2021.

4. The National Curriculum

- 4.1. The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.
- 4.2. In Key Stage 1 and Key Stage 2 Mathematics follows structured curriculum planning in accordance with the National Curriculum Programmes of Study for each year group. However, flexibility to meet the needs of our pupils is crucial, and if a concept has not been grasped thoroughly by most pupils, we will revisit concepts and try different teaching and learning approaches. Equally, those pupils who grasp concepts more rapidly are given opportunities to deepen their knowledge further and improve their reasoning skills, through rich problem-solving and learning activities, rather than accelerating on to new curriculum content.

5. Cross-curricular links

- 5.1. Wherever possible, the maths curriculum will provide opportunities to establish links with other curriculum areas.

5.2. English

- Mathematical terminology is used, where appropriate.
- Maths-based texts are sometimes used in English lessons and in guided reading sessions.

5.3. Science

- Pupils' data collection and analysis skills are further developed through the conduction of physical experiments, using units of measurement, calculating averages and interpreting results.

- Pupils record their finding using charts, tables and graphs.

5.4. Humanities

- Data analysis, pattern seeking and problem-solving skills are developed through the teaching of geography.
- Pupils' understanding of time and measurements of time are developed through discussions of historical events.

5.5. Computing

- Pupils are encouraged to use calculators and other electronic devices, gaining confidence throughout their school experience.
- ICT will be used to enhance pupils' maths skills through the use of online resources and the creation of spreadsheets.
- ICT will be used to record findings, using text, data and tables.

6. Teaching and learning

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of mathematical, enquiry-based research activities, including the following:
 - Questioning, predicting and interpreting
 - Pattern seeking
 - Collaborative work
 - Problem-solving activities
 - Classifying and grouping
- 6.4. Lessons will involve the use of a variety of sources, including data, statistics, graphs and charts.
- 6.5. The classroom teacher, in collaboration with the CSL, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
 - Providing high quality resources of differing complexity, according to the ability of the pupils.
 - Setting tasks of varying difficulty, depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. A maths mastery approach is taken to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts.

7. Planning

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 7.2. Throughout White Cliffs Primary School, maths is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National Curriculum in England: mathematics programmes of study', published in 2014.
- 7.4. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 7.6. Teachers will ensure that maths lessons include a focus on mental calculation.
- 7.7. Long-term planning will be used to outline the units to be taught within each year group.
- 7.8. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 7.9. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.10. Medium-term plans will be monitored by the CSL to ensure there is progression between years.

- 7.11. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 7.12. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.13. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and reporting

- 8.1. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- 8.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- 8.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 8.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 8.5. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.6. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives and progression in skills
 - Pupils' self-evaluation of their work
- 8.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 8.8. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where pupils are at a given point in time.

- 8.9. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on the pupil's attitude towards maths, understanding of mathematical terminology, investigatory skills and the knowledge levels they have achieved.
- 8.10. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 8.11. The progress of pupils with SEND will be monitored by the SENCO.

9. Resources

- 9.1. The CSL is responsible for the management and maintenance of maths resources, as well as for liaising with the Headteacher in order to purchase further resources.
- 9.2. Resources which are not required regularly, and those in relation to key whole-school topics, will be stored in the maths storage cupboard.
- 9.3. Display walls will be utilised and updated regularly, in accordance with the area of maths being taught at the time.
- 9.4. Maths equipment and resources will be easily accessible to pupils during lessons.
- 9.5. The CSL will undertake an audit of maths equipment and resources on an annual basis.

10. Equal opportunities

- 10.1. All pupils will have equal access to the maths curriculum.
- 10.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all maths lessons.
- 10.3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 10.4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- 10.5. White Cliffs Primary School aims to provide more academically-able pupils with the opportunity to extend their mathematic thinking through extension activities such as problem solving, investigative work and research of a mathematic nature.

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis by the CSL.
- 11.2. The CSL will monitor teaching and learning in the subject at White Cliffs Primary School, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.
- 11.3. Any changes made to this policy will be communicated to all teaching staff.