



Inspiring and Nurturing Lifelong Learners

# ELMGROVE PRIMARY SCHOOL AND NURSERY

## Mathematics

### Policy

March 2022

Next review March 2024

#### 1. Rationale

The following policy reflects our values and philosophy in relation to the provision and teaching of mathematics at Elmgrove Primary School and Nursery to equip children with mathematical fluency and mastery and enable children to confidently and successfully undertake mathematical activities both in the classroom and the world beyond.

Mathematics is a vital life skill as well as an academic pursuit. Children that have mathematical fluency and mastery are able to confidently apply their mathematical knowledge and skills both at school and in their daily lives.

Throughout the school mathematics is organised to accelerate the children's learning in relation to the curriculum. Mastery strategies, with the use of manipulatives, visuals and the abstract, increase all children's access to excellent teaching, leading to exciting and successful learning.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

#### 2. Aims and purposes of mathematics

Maths teaching should contribute to the acquisition of life-long skills and promote enjoyment and enthusiasm for learning through practical activity, reasoning, problem solving, exploration and discussion.

Through our provision we aim that children:

- will be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations
- can estimate answers to check the reasonableness of their calculations
- will leave primary school with an efficient, reliable, compact written method of calculation for each operation
- develop a range of mental calculations strategies, aided by informal jottings where necessary
- are confident in the fundamentals of Maths and are able to reason mathematically
- understand the importance of mathematical skills in everyday life



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### 3. Achieving and Maintaining High Standards

The staff at Elmgrove have worked hard to understand the factors that lead to high standards in Maths, and have developed a common approach to teaching Maths throughout the school based on the following assumptions:

- The need to follow the agreed school curriculum, alongside the mental and written calculation policies.
- The primacy of mental calculations, backed by accurate and rapid recall of number facts, is acknowledged.
- The importance of incorporating a range of teaching approaches, together with appropriate differentiation.

### 4. Teaching and learning style

In the Early Years Foundation Stage, child-initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out. In the EYFS Maths is also taught as a discrete subject through child-led themes.

From Year 1 to Year 6, mathematics continues to be taught as a discrete subject using a variety of pedagogical approaches to ensure that a variety of learning styles are catered for. Our paramount aim is to continue to develop children's knowledge, skills and relational understanding in mathematics. We do this through daily lessons that consists of whole class, guided group and one to one teaching. Children are taught in their classes and differentiation allows children the autonomy to challenge themselves. Some children may also be part of a smaller intervention group. Mathematical knowledge is also applied and skills reinforced whenever relevant in other curriculum areas.

### 5. Mathematics curriculum planning

Our medium-term Maths plans give details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term.

Our short-term planning follows four key principles.  
They are:

- dedicated Maths lesson every day
- direct, instructive, inductive, applicable, exploratory and reflective teaching with the whole class and groups
- emphasis on mental calculation
- controlled differentiation with all pupils working on a common theme

We adapt planning from the White Rose Maths scheme in order to ensure that lessons are specifically designed for groups and individuals. The class teacher keeps these individual plans, and the class teacher and subject leader can discuss these on an informal basis.

Children are set weekly Maths homework. This task will build on the unit the children are currently studying and will either be a consolidation, rehearsal or extension activity.



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### **6. Assessment and recording**

Assessment in Maths is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with live feedback to extend their learning. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals, and records of achievement in the key skills in Maths for each year group are updated regularly on Insight. These records are then used to inform future planning.

We make summative assessments twice per year. The February and Summer term assessments are used to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before reporting it to parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make summative assessments with the help of externally produced and teacher assessments.

Teachers meet to moderate judgements within school at least once a term. External moderation takes place at least once a year.

### **7. Resources**

There are a range of resources stored both centrally and in the classroom. We consider the resources we buy carefully and teachers are asked what they wish to purchase as to ensure they have appropriate resources to support their teaching and the children's learning.

### **8. Equal Opportunities**

The Maths policy firmly supports the equal opportunities philosophies of the school and all children will have access to the Maths curriculum.

### **9. Special Educational Needs and Disabilities (SEND)**

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow access to Maths for pupils with SEND, including provision for pupils that are exceptionally able in mathematics.

### **10. Monitoring and review**

Monitoring of the standards of children's work and of the quality teaching in mathematics is the responsibility of the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The mathematics subject leader also analyses data, ensures moderation of pupil outcomes are both standardised and moderated and leads the mathematics curriculum team. The mathematics subject leader gives the Head teacher an



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annual summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.