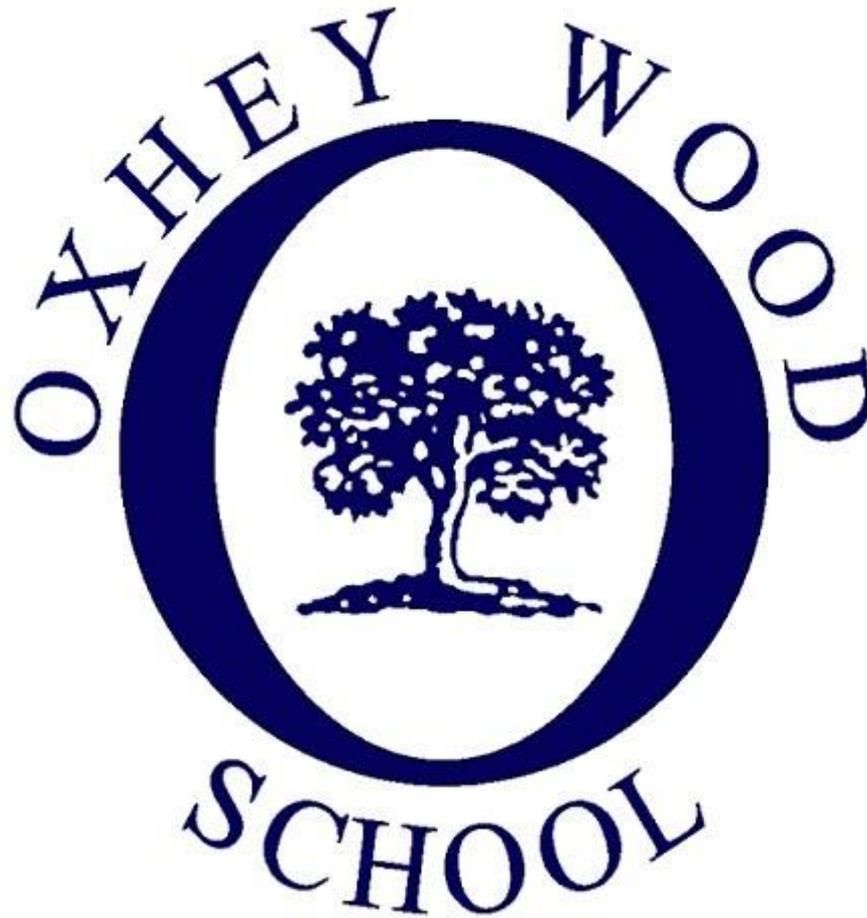


Maths policy reviewed: September 2020
Next review: September 2022



Mathematics Policy

September 2020

Introduction

At Oxhey Wood Primary School we believe that all of our pupils should achieve to their full potential: academically, creatively, socially, physically and personally. To that end we aim to create a caring, supportive, happy and secure learning environment where all the variety of successes of the children can be celebrated.

Mathematics is both a key skill within school, and a life skill to be utilised throughout every person's day to day experiences.

The aims of the 2014 National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics.

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance.

The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
- understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces, and measures

The purpose of mathematics in our school is to develop:

- positive attitudes towards mathematics and awareness of the relevance of mathematics in the real world
- capability and confidence in using and applying mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately

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- creativity and motivation to work both independently and in cooperation with others
- confident talking about mathematics whereby the children can discuss different strategies, share their ideas and learn from mistakes

Breadth of study

Careful planning and preparation ensures that throughout the school children engage in:

- practical activities and games using a variety of resources
- problem solving to challenge thinking
- individual, paired, group and whole class learning and discussions
- purposeful practise where time is given to apply their learning

Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply mathematics across all subject areas.

Teachers Organisation

Long term planning

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the long term planning for mathematics taught in the school.

Medium term planning

Years 1-6 use the HFL Essential Math planning materials for their medium term plans.

These plans provide teachers with exemplification for maths objectives and are broken down to support a CPA (concrete, pictorial and abstract) and mastery approach to mathematics. They support a practical approach to teaching and learning and have number at their heart. They ensure teachers stay in the required key stage and support the ideal of depth before breadth. They support pupils working together as a whole group and applying their skills individually.

Short term planning

The above schemes of learning support daily lesson/flipchart planning. Lessons are planned using a common planning format and are monitored at intervals by the mathematics subject leader. EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

All classes have a daily mathematics lesson where possible. In key stage one and in key stage two at least 60 minutes.

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Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom. Mathematics is taught through an integrated approach.

Special educational needs & disabilities (SEND)

Daily mathematics lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's IEP's incorporate suitable objectives from the National Curriculum for Mathematics or Development Matters and teachers keep these in mind when planning work. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the mathematics lesson.

Within the daily mathematics lesson teachers have a responsibility to not only provide scaffolded activities to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Lessons

In all lessons, learning objectives and success criteria are discussed. The emphasis in lessons is to make teaching interactive and lively, to engage all children encouraging them to talk about mathematics. Lessons involve elements of:

- Instruction – giving information and structuring it well;
- Demonstrating – showing, describing and modelling mathematics using appropriate resources and visual displays;
- Explaining and illustrating – giving accurate and well-paced explanations;
- Questioning and discussing;
- Application and Consolidation
- Reflecting and evaluating responses – identifying mistakes and using them as positive teaching points;
- Summarising – reviewing mathematics that has been taught enabling children to focus on next steps

Pupils' Records of work

Children are taught a variety of methods for recording their work and are encouraged and helped to use the most effective and efficient method. Children are encouraged to use mental strategies and their own jottings before resorting to more formal written methods. Children's own jottings to support their work are encouraged throughout all year groups.

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Marking

Marking of children's work is essential to ensure they make further progress. Work is marked in line with the school marking policy. Children are encouraged to self-assess their work and peer-assess their partners. Feedback and marking time occurs once a week, where possible. During this time, teachers and children work in small groups or 1:1 to address misconceptions, consolidate the child's understanding or deepen their knowledge.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of 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 planning evaluated and edited in light of these assessments.

Medium term

Half termly targets are made with the children through our assertive mentoring programme and these are sent out to parents or shared at parents evening.

Termly assessments are carried out across the school using the assessment materials for each year group provided by HFL Math team. These materials used alongside judgements made from class work support teachers in making accurate assessments for each child.

Pupil Progress meetings are timetabled each term for all classes. Progress of pupils is discussed and appropriate intervention considered and put in place where appropriate.

Long term

Y2 and Y6 complete the national tests (SATs) in May/June. Year 4 will complete an times table test which will be made compulsory from 2020.

Resources

Each class has a range of different resources to use for their mathematics lessons. Other resources that are not used daily or weekly are kept in centrally in the mathematics cupboard.

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Times Table Rockstar is an online resource which helps children with their instant recall and speed of their times tables. Due to a statutory times table test in 2020, teachers are using the resource weekly as well as other resources to support children to learn their times tables.

Oxhey Wood has introduced a times table challenge for children which works in line with TTRockstars. Children are given a progress chart and when completed are awarded a trophy and certificate.

Role of the Subject Leader

- To lead the development of mathematics at Oxhey Wood
- To raise standards in mathematics
- Prepares, organises and leads CPD and joint professional development
- Works collaboratively with SENCO and SLT
- To monitor and maintain high quality teaching and resources
- To keep up to date with new developments in the area of mathematics
- To keep parents informed about mathematical developments

Headteacher

Signed Date.....

Maths lead

Signed Date.....