



# POLICY TITLE

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Signed	Date for Review
Sept 2018	Vicky Kennedy			Sept 2019
Dec 2019	Vicky Kennedy			Dec 2020

# Rosehill Methodist Primary Community School

## Mathematics Policy

*“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”*

### National

#### Curriculum 2014

#### Our Aims

We aim that all pupils:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

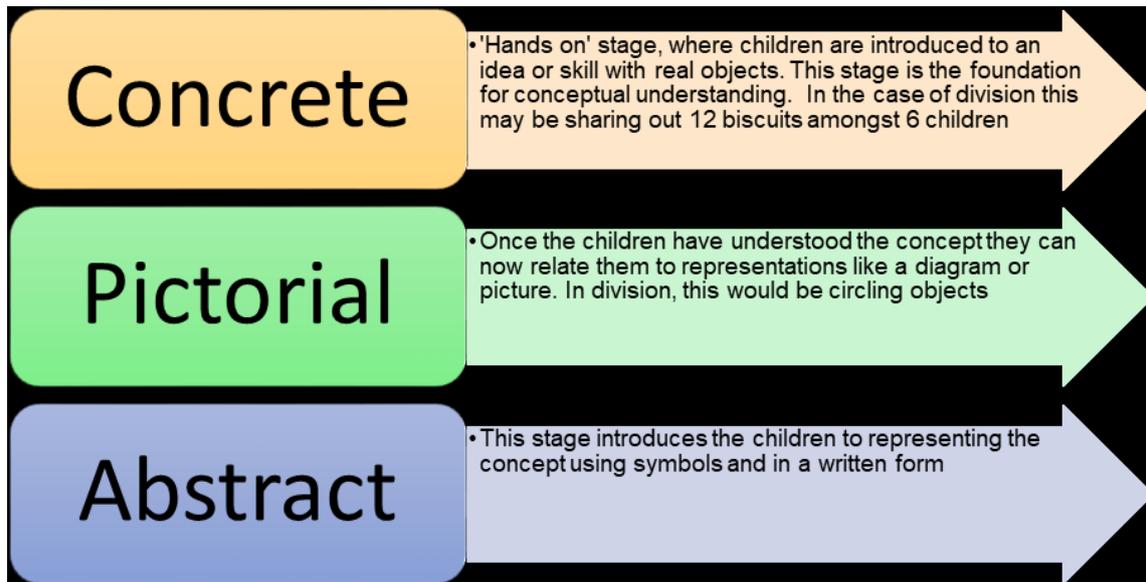
#### Our beliefs:

We believe that ability within Mathematics is not fixed. We are developing a “We Can!” attitude towards Mathematics. We believe that through quality first teaching, intelligent practice, learning together and immediate intervention that all children have the potential to ‘go deeper’ and broaden their understanding of mathematical concepts.

#### Planning, Teaching and Learning

Rosehill follows the CONCRETE – PICTORIAL - ABSTRACT (based on research by Bruner) style of teaching to ensure children have a true understanding of a concept. In Years 1-6 we have developed our curriculum following the White Rose Hub scheme of work and by using ‘Power Maths’ to allow learners to achieve a secure and deep understanding of each mathematical concept. Through the use of ‘Power Maths’, teachers ensure that knowledge, reasoning and problem solving are incorporated in all weekly planning. We ensure that reasoning is at the core of every lesson. Lesson planning ensures that the needs of all learners are met within every lesson and that all children are appropriately challenged. In Early Years, the principles of

the EYFS Framework are followed, and there is the opportunity to 'explore maths' and develop their understanding of mathematical concepts through taught sessions, structured independent activities and through play.



### **Number Fact Knowledge**

We believe that secure, fluent knowledge of number facts (addition, subtraction, multiplication and division) is fundamental to being able to succeed in maths therefore this is a high priority at Rosehill. We have a clear progression in number fact knowledge that is followed and number facts are practiced daily. Parents/carers are made aware of the number fact that their child is working on so that they can support them in learning this at home. TTRockstars is used to motivate and help children to master knowledge of the multiplication tables.

### **Resources**

Concrete resources are made available to children to support them with their learning. Use of concrete resources is determined by the newness of the concept being taught and the child's level of understanding of the concept.

### **Display**

All classrooms have a 'Maths Working Wall' which is positioned at the front of the classroom. This is used to support the children with their learning during every lesson.

## **Assessment**

At the end of each lesson, the teacher makes a judgment as to whether each child has achieved the learning objective and uses this to inform future planning and intervention needs. At the end of each unit, a short assessment is carried out to enable the children to demonstrate what they have learnt and so that gaps in learning can be quickly identified. Termly assessments are carried out under test conditions and the results of these are records on SIMS. All staff attend half termly Pupil Progress Meetings where the progress of all children is discussed and with members of the senior leadership team. Attainment and progress data is analysed and compared to children's predictions based on prior attainment. From this, further actions are identified. KS1 and KS2 assessments are analysed by the subject leader and the senior leadership team and these feed into the subject action plan, school SEF and School Improvement Plan.

## **Feedback**

Children's work is marked and either written or verbal feedback is given. Every lesson, time is allocated for children to review their previous learning and where necessary make corrections or improvements to their work.

## **Inclusion**

In line with the school's Inclusion Policy each child will have equal entitlement to all aspects of the Maths curriculum and to experience the full range of Maths activities. Therefore, in delivering Maths, care will be taken to ensure that a variety of learning styles are accessed and teaching methods adopted. Intervention groups will take place both within the Maths lesson and outside; these sessions may be delivered by the teacher or teaching assistant and may involve individual or small group work, accessing both ends of the learning spectrum.

## **Special Educational Needs**

Children with SEND are normally taught within the daily mathematics lesson. They work at a level which is appropriate to meet their needs. When additional staff are available to support groups or individual children they may do so in class or may withdraw small groups to use intervention materials.

## **Equal Opportunities**

Within the daily mathematics lesson teachers provide activities to support children who find mathematics difficult as well as activities that provide appropriate challenges for children who are high achievers in mathematics.

## **Specific Groups**

Analysis of mathematics achievement and progress is carried out termly and this is tracked against prior attainment and end of year/Key Stage predictions. Pupils who are making below expected progress are discussed and appropriate plans made to support them. Pupils entitled to pupil premium are given additional support where appropriate and the effectiveness of this is monitored termly. Pupils with English as an additional language are given additional support as appropriate and their progress is closely monitored.

**Victoria Kennedy**

**Updated December 2019**