



## Policy for Mathematics in Our Lady of the Rosary School.

*Our Vision is for every child at OLOR to be a resilient mathematician, who can confidently use their skills and mathematical knowledge to be ready to solve real life problems in their daily life and career in our ever-changing world.*

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate fluently, reason and solve problems. It enables children to understand relationships and patterns in both number and space in the world around them. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

### Aims

The aims for teaching mathematics at Our Lady of the Rosary Primary School are:

- to promote enjoyment and curiosity of learning through practical activity, exploration, investigation and discussion;
- to develop an appreciation of the beauty and power of mathematics.
- to understand the importance of mathematics in everyday life.
- to develop children's ability to move between concrete, pictorial and abstract representations fluently and confidently.
- to promote confidence and competence with understanding and using numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts, and other curriculum areas;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to enable children to select and use a range of mathematical tools effectively.
- to equip children with the mathematical language needed to understand problems and explain their methods and reasoning.
- to promote and provide opportunities for children to develop the core learning skills of confidence, determination, curiosity, aspiration, teamwork, independence, communication and focus.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity organised into distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

## Teaching and learning style

The school understands that children learn in different ways, and so uses a variety of teaching styles in mathematics, adapting to the needs of the children as necessary and appropriate. During our daily lessons we encourage children to ask, as well as answer, mathematical questions. We encourage access and use of a wide range of resources, such as bead frames, bead strings, number lines, Base 10 apparatus, place value counters, Numicon, multilink, place value cards, other small apparatus to support their work. Where children are learning formal written methods we provide the layout of these methods on laminated frames. We develop the children's ability to represent problems using visualisation skills, jottings and pictorial representations such as Empty Number Lines and their own ideas. ICT is used in mathematics lessons for modelling ideas and methods. Wherever possible, we provide meaningful contexts and encourage the children to apply their learning to everyday situations. At all times the policy aims are the drivers behind the planning and delivery of lessons.

We aim for children to achieve mastery of the key areas in Maths, narrowing the gap between the most and least able learners. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Generally, daily maths lessons follow a consistent format from years 3 to years 6. Children are given the opportunity to apply their new learning to fluency task before then moving on to reasoning and problem solving. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. In many lessons staff will assess children's understanding and will prepare on the day keep up or challenge activities for pupils. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on. We achieve this through a range of strategies, such as the use of additional fluency tasks, guided work, booster programmes (such as Success@Arithmetic and Power of 2) and SEN interventions. There is also the use of peer-support pairs and guided or targeted input from the teacher and teaching assistant.

## Maths Timetable

The new National Curriculum places a great emphasis on mental recall. At Our Lady of the Rosary Primary School, we have adapted the daily timetable to incorporate extra flashback starters in the daily Maths lesson:

**EYFS – Nursery** do daily maths focus. a maths focus day during each two and a half day session

**EYFS – Reception** do daily maths sessions per week (two days are full morning sessions with every children completing an adult directed task)

**KS1** – 1 x 45 minute maths lesson which includes a daily flashback/starter. 1 x 15 minute mastering number session daily.

**KS2** – 1 x 60 minutes maths lesson which includes a daily flashback/starter. 1 x 10 minute number sense session later in the day.

## **Mathematics curriculum planning**

Mathematics is a core subject in the National Curriculum, and we use the Mathematics Programmes of Study: Key stages 1 and 2 as the basis for our school curriculum, ensuring we teach the relevant statutory content. This is backed up with non- statutory guidance from the National Curriculum and other useful resources such as:

- The White Rose Maths Hub;
- Hamilton Trust planning and resources;
- Maths Shed
- NCETM website resource.
- Testbase
- NRICH

The school's Calculation Policy details the approach and learning progression in the main operations of addition, subtraction, multiplication and division, and is a working document that all staff are expected to apply.

We carry out the curriculum planning in mathematics in three phases (long-term, medium- term and short-term).The long-term plans are the National Curriculum Objectives to be covered in each year group.

Our medium-term mathematics plans give details of the main teaching objectives for each block and provide the structure of the 'mastery' approach to our curriculum design and organisation. Maths is taught in topic blocks that are built upon to develop secure, fluent understanding of each domain. An emphasis is placed on place value at the beginning of the Autumn Term.

The short-term plans contain the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. The short term plans are created in a Powerpoint format weekly. The teachers use these presentations within the delivery of their lessons. The subject leader and class teacher will discuss them on an informal basis as part of the subject leader's monitoring, as well as when more formal monitoring takes place.

### **Early Years Foundation Stage**

We teach mathematics in our Foundation Stage, where we relate the mathematical aspects of the children's work to the objectives set out in the Early Years Foundation Stage curriculum, which underpin the curriculum planning for children during the Early Years Foundation Stage. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics. Maths is incorporated into both the indoor and outdoor environments throughout Early Years so that the use of mathematical language and exploration of concepts are nurtured and embedded in all activities and at every opportunity to reflect the daily importance Maths has in everyday life.

### **Links with other curriculum areas**

Our school runs a flexible, creative theme-based curriculum, and although much of the Mathematics is taught during a daily maths lesson, we constantly seek to make meaningful cross-curricular links through our themes in order to embed maths into the bigger picture of each child's learning, and to provide real life relevance to the concepts and skills that they are acquiring. This is a two-way process, so sometimes the maths objectives may be taught as part of another topic, and other times the other curricular objectives may be taught as part of the maths. Opportunities to do this may be identified at either the long-term, medium-term or short-term planning stage.

### **Marking of Work**

The marking of the children's work must be kept in line with the school's 'Feedback and Marking' Policy. The purpose of marking in maths is primarily diagnostic. It communicates to

a child whether they have successful, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

Written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

Incorrect answers will be identified clearly. As much as possible, marking should be carried out by the pupils so that they can identify errors and make necessary steps to correct these. The process of correcting work is encouraged to establish the importance of self-checking work by the child and to avoid making similar errors in the future.

It may be appropriate to tackle misconceptions and challenge progress during lessons, and promote children's independence and use of support strategies.

### **Children's Work**

From year 2 children will record the date and learning objective at the beginning of the lesson.

All children will record during mathematics lessons into maths work books with pre-printed squares. The size of squares will change as children progress through the phases.

Children will respond to questions directly into their books and the sticking in of additional sheets will only be used when necessary.

Phase 2 children will work down their page using 2 columns (page halved).

All teachers and children will use the formation of digits as shown below.

0 | 2 3 4 5 6 7 8 9

### **Maths Learning Environment**

We aim to create a rich and stimulating Maths environment that promotes learning and independence through Maths Working Walls in each classroom. Maths Working Walls and resource areas in the classroom will:

- Support the children with their Maths.
- Contain information relevant to current teaching (key vocabulary, models/images, targets).
- Be clear/large enough for children to read.
- Be changed regularly so it doesn't become just 'wallpaper'.

### **Number sense sessions**

All Reception and KS1 children will complete a short daily mastering number session.

All KS2 children will complete short daily arithmetic practise called number sense. Each year group will focus on one objective, for these sessions, each half term.

### **Home/school links**

We aim to raise the profile and understanding of our approach to Maths with parents, and they are encouraged to be actively involved in supporting children's learning in school. The school website includes a guides about strategies we use to teach certain aspects of maths.

Homework (y1-y6) will be sent out as a half-termly overview linked to the number sense objectives for that year group. Children will be expected to practise these skills at home. Additional homework may be given at individual teacher discretion.

In order to prepare children for the next step in their education, year 6 pupils will be set additional weekly homework linked to previously taught concepts.

## **Assessment**

### **Assessment for learning**

Assessment for learning is embedded into each lesson and teachers use assessment for learning techniques and strategies on a daily basis in order to identify pupils' strengths and difficulties, inform the next steps for each child's learning and improve the learning outcomes for each child. Short-term planning is constantly reviewed and modified on the basis of these assessments.

### **Summative assessment**

We make termly summative judgements of each child's achievement using teacher judgment, in line with the Government Guidance and demands of the National Curriculum

Some of the evidence base for these assessments may come from day-to-day class work, but there is an emphasis on evidence that comes from specific tasks and tests used to assess the degree of retention, independence and breadth of application shown. We use these judgements to assess progress and achievement against individual, school and national targets. We identify and target those children not making expected progress and intervene accordingly.

Assessment is tracked on an ongoing basis and reported termly using itrack and pupils' progress recorded. Children who haven't made expected progress become a focus in teacher's planning. We pass all assessment and tracking information on to the next teacher at the end of the year, so that they can plan for the new school year.

There will be National Curriculum tests for Year 2 and Year 6 in the Summer term, in line with Government guidance.

We give parents the opportunity to discuss their child's progress and attainment each term in a teacher/parent meeting. We also write a summary of each child's progress and achievement in the Annual Report for parents.

### **The role of the Subject Leader**

#### **The Head teacher will:**

- Provide support by encouraging staff and praising good practice.
- Monitor learning and teaching through lesson observations.
- Monitor planning and reviews.
- Give feedback to teachers following lesson observations.
- Support staff development through in service training and provision of resources.

#### **The Mathematics Leader will:**

- Provide a strategic lead and direction for Mathematics in the school;
- Provide support and advice to staff in the delivery of the Mathematics programme of study;
- Remain informed about current developments in the subject by attending INSET sessions and being involved in independent research and reading;
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development;
- Monitor and evaluate teaching and learning of Maths;
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;
- Order and maintain resources to enhance effectiveness of Maths teaching within the school;
- Consider with staff and work with SMT members in the evaluation and planning of actions included within the School Development Plan.

#### **The Class teacher will:**

- Be responsible for the teaching of Maths as set out in the policy.
- Provide planning and reviews for the Head Teacher and Maths leader to have access to.
- Provide samples of maths work to the Maths leader when required.
- Assess children's work in order to detail future planning.

### **Special needs provision, including gifted and talented**

At our school we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of disadvantaged and vulnerable children, including those pupils who generate Pupil Premium, those with special educational needs, those with disabilities, and those learning English as an additional language. We take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors such as classroom organisation, teaching materials, teaching style, and differentiation so that we can take some additional or different action to enable the child to learn more effectively. Ongoing assessment for learning and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs.

Intervention will take place through SEN support for children with special educational needs. support plans identify barriers to learning and may include, as appropriate, specific targets, strategies and intervention programmes relating to mathematics, such as the Maths meetings, interventions, power of 2 and success@ arithmetic program..

**Mrs Sarah Henery**

**Mathematics Subject Leader**

**Autumn 2024**

The policy is to be reviewed during: Autumn 2025