



Wombwell Park Street Primary School

Maths Policy

Aims and Objectives

The aim of all our curriculum policies is to ensure that all staff have an agreed and consistent approach to teaching and learning which is shared freely with parents to maximise pupil progress and raise standards and achievement in all areas. We aim to ensure all our children are competent mathematicians, both mentally and on paper. We expect all children to know their times tables, as well as addition and subtraction facts, in line with the National Curriculum 2014 and to apply their mastery of mathematical skills to the wider world.

Curriculum Organisation

Maths lessons are taught daily in all classes. Children are not rigidly grouped by 'perceived ability', but are taught with the expectation that ALL children can achieve. We implement a mastery approach to ensure learning is both deep and sustained. Where possible, teachers are expected to make mathematics as relevant as possible through integration in to the thematic approach. However, we acknowledge that this is not always suitable and maths is then taught discreetly; including separate opportunities to build fluency.

Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons (through a variety of strategies) to meet the needs and interests of the children and fully implement our Inclusion policy. Mr Fidment (SENDCo), rigorously monitors provision to ensure that our Inclusion Policy is implemented across ALL curriculum areas and ALL classes for ALL children. Children with special educational needs are supported by EHCPs as appropriate and those who are quick graspers are given opportunities to deepen their understanding, rather than accelerated through curriculum content.

Planning

Teachers plan each area of work in line with the National Curriculum 2014. These are structured so that all year groups (Years 1 – 6) are following the same format (to ensure continuity throughout school), being arranged flexibly to ensure that our provision meets the best needs of the children. Teachers (Years 1 – 6) use the NCETM spines materials to ensure balanced coverage of objectives and to make certain the work set is in line with national expectations. Teachers of EYFS are following the Mastery Maths approach to learning, to ensure that early mastery of number is embedded before progressing through school. All year groups (Reception to Year 6) are following the ECM Trust Multiplication policy to develop multiplication throughout school, enabling all children the opportunity to embed their multiplication knowledge before Year 4 and the standardised multiplication test. In doing so, the knowledge and skills of multiplication and the inverse, division, can be broadened, developing further understanding of both these operation in Years 5 and 6, applying these skills into arithmetic, problem solving and reasoning, readying the children for the end of Key Stage 2 assessments.

Planning also details the development of fluency, reasoning and problem solving. The format of worksheets for learning follow the same structure throughout school, focussing on developing the children's fluency, reasoning and problem solving. All children have access to all three specific areas, enabling them to apply the mathematical skill in order to allow them to achieve success. Where gaps in knowledge appear, teachers will backtrack to close the gap and use same day intervention strategies. Planning shows a clear step-by-step approach to mastering maths with a progression from concrete resources to pictorial representation to the

ultimate aim of abstract mathematical understanding (C-P-A). ALL year groups and ALL children should have access to resources to support mastery of maths.

Assessment and Target Setting

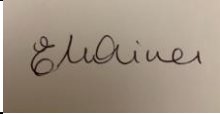

Assessment for Learning is at the heart of our teaching and learning approach. Occasionally, children will undertake summative assessments in order that progress can be formally monitored. Formative assessments are made every day as part of effective teaching and learning and teachers use the outcomes of these assessments to inform and adapt their planning and provision. We use a wide range of assessments to ensure that children are making the best possible progress in maths. Teachers set targets both for and with children as appropriate. Targets are seen as helpful next steps to move pupils' learning along. Children respond positively to praise when targets are achieved and there are a number of different ways in which these are celebrated in school. Targets are agreed and shared at the Autumn Term parents evening and reviewed with parents in the Spring Term.

Recording and Reporting

Teachers have an assessment folder (either electronically stored or on paper) which is the central store for assessment information. We use EAZmag and National Curriculum tracking documents to monitor pupils' progress. Parents are consulted termly via parents' evenings and an annual report, which clearly shows how well pupils are doing in relation to effort, attainment (compared to age related national expectations) and progress.

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activities, which present a potential hazard. Safeguarding children from harm is our main priority and the importance of teaching children safe practice as part of their daily lives features strongly in all aspects of the curriculum.

Chair of Governors	
Headteacher	
Date	16.03.23