



# Oakhurst Community First and Nursery School

## Mathematics policy

Date of Policy – November 2019

Reviewed – October 2020

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## **Introduction**

This policy outlines the teaching, organisation and management of Mathematics taught at Oakhurst Community First School. This policy document is intended to give a clear statement of the beliefs and agreed approaches that underpin the teaching of Mathematics at Oakhurst Community First School. We will ensure that there is a consistent approach and a shared ethos so that all children make the best possible progress they can. We believe the best approach is to deliver the mastery curriculum through whole class teaching where we deliver the same content to all children to ensure high expectations for all children. This ensures continuity and progression in the learning and teaching of Mathematics.

## **Aims**

At Oakhurst Community First School we wish our children to have the building blocks in place to provide a solid foundation, as well as being prepared for applying their skills in everyday life situations and in their future learning. Our Mathematics curriculum therefore aims to:

- develop children's knowledge and understanding of Mathematical concepts whilst enabling them to practice and master skills and methods;
- enable children to think critically and communicate their understanding;
- give children opportunities to apply mathematical skills in different contexts across the curriculum.
- foster positive attitudes towards mathematics by developing pupils confidence, independence, persistence and co-operation skills.

## **Planning**

At Oakhurst Community First School, work within the Foundation Stage is guided by the requirements set out in the Early Years 'Development Matters' EYFS document. Furthermore Reception also use the White Rose Maths overviews to ensure coverage and depth of skills are taught.

For pupils within Years 1 - 4, our Mathematics curriculum is primarily taught using 'Inspire Maths'. Teachers use their professional judgement to determine timing and depth of each part of the lessons to suit the class needs. They will also ensure any gaps in coverage are addressed through additional lessons and inputs. Teachers should also be ensuring fluency sessions are taught each day to recap, review and practice skills in which the children should be fluent in (e.g. number bonds or times tables). In addition to this NCETM 'Mastery Documents', White Rose Maths resources and others are used alongside Inspire to ensure a rich mastery curriculum is delivered to the children of Oakhurst. Teachers plan by:

- Starting from a thorough understanding of all of the children's needs, combined with high expectations for all children to achieve;
- Using 'Inspire Maths' long and medium term plans, as well as 'coverage units'
- Using and referring to the progression documents to ensure coverage and a foundation from which to work from or recap to guarantee solid foundations.
- Designing teaching sequences which include a range of fluency, reasoning and problem solving activities.
- Ensuring lessons contain a good balance between whole-class work, group teaching and individual practice.
- Providing opportunities for children to apply their maths skills to different problems within maths lessons and across the curriculum, including real contexts where children are problem solving with a purpose in mind;
- Designing class investigations which practice different elements of problem solving, including: finding all possibilities, logic problems, finding rules and describing patterns, diagram/ visual problems and exploring different aspects of number;
- Including daily fluency sessions which enable the children to practise mental arithmetic skills linked to the National Curriculum.
- Providing opportunities to use computers and tablets, including the Interactive White Board, to further extend and apply mathematical skills.

## **Teaching**

In the Foundation Stage, children are given the opportunity to develop their understanding of number, shape, space and measure through a combination of short, formal teaching sessions as well as planned structured play situations, where there is scope for exploration. All children in key stage 1 and 2 will use the Concrete, Pictorial and Abstract (CPA) approach with their Maths learning, whereby each new concept will be taught using high quality resources and visual representation of methods/ concepts before seeing it in the abstract form. Staff will:

- Encourage the children to communicate their understanding of maths so that it clarifies their thoughts;
- Enable children to have in depth discussion in 'mixed ability' pairs.
- Model correct Mathematical language and notation;
- Develop and extend mental arithmetic strategies;
- Practise and refine efficient written calculations, appropriate for each age group.

## **Mathematical Language**

Children will be taught to use the correct mathematical language and notation and provided with opportunities to use this when discussing their work and explaining their thinking.

## **Assessment**

Assessment of work is on-going by the class teacher and informs future planning. Teachers mark work in mathematics in line with the school Marking Policy. Teachers use 'Assessment for Learning', enabling Teachers and Teaching Assistants to adapt their teaching and planning to meet all of the children's needs. Teachers will use sections of 'Inspire Maths' and 'Assessment books' to gauge children's knowledge and understanding. Teachers will;

- Ensure feedback is regular and constructive;
- Enable pupils to self-assess against their learning challenges, giving them a sense of achievement;
- Allow pupils to use Learning Partners to reflect on their own or each other's attainment;
- Model how corrections could be made, giving children a chance to learn from their misconceptions or incorrect methods;
- Design future lessons based on evaluating the children's work and observations made during the lessons;
- Set half termly targets to focus learning;
- Provide summative assessments every term in order for class teachers, the Mathematics Subject Leader and the SLT to monitor pupil progress.

## **Intervention**

At Oakhurst Community First School, we support children by providing pre-teaching and catch-up intervention opportunities. What is being delivered and how it is being delivered is the class teacher's responsibility

## **Monitoring**

The Mathematics Subject Leader is responsible for ensuring that teachers are enabling and supporting pupils to make progress in Maths as well as ensuring the correct curriculum coverage. Monitoring involves: observing Maths lessons; evaluating planning; examining children's books, conducting pupil interviews and analysing whole school data. As part of this process, a nominated school governor also works alongside the Mathematics Subject Leader, when evaluating the impact of teaching and learning in maths.

Following monitoring activities, feedback is given to staff about how they can strengthen their practice and CPD (professional development) and/or suitable resources are provided.

Where specific initiatives have been put in place for school development, these are monitored by the subject leader in order to evaluate their impact. Findings are reported to the Headteacher and Governing Body.

## **Parents and Homelearning**

We recognise that parents make a significant difference to children's progress in Maths and encourage this partnership. Class Teachers will provide a half termly Parent Overview to outline the content of Maths learning for the half term ahead. Teachers will also provide home learning opportunities for KS1 and KS2 children which consolidates and enhances taught skills as well as providing opportunities for children to discuss mathematical concepts with their families/ friends in familiar contexts. In the Early Years teachers suggest activities based on the key skills learnt in school to practise at home.

## **Equality Statement**

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.

This policy has been reviewed in line with the School's Single Equality Policy



*Signed by Mrs Ann Clark*

*Adopted by Governing Body on November 2020*