



WOODLANDS FEDERATION

Mathematics Policy

**Written: September 2022
To be reviewed 2024**

Dallington CEP School

Punnetts Town CP School



WOODLANDS FEDERATION

AIMS:

- To give all pupils a common entitlement to a high-quality education in mathematics. To ensure we are a teaching for mastery school.
- To give clarity to staff about expectations for planning and assessment

TEACHING:

- Each child should have a daily lesson in mathematics which ensures the principles of teaching for mastery are taught by following the curriculum prioritisation on NCETM. EYFS to follow mastering number as their planning and progression from NCETM.
- Direct teaching should include the use of concrete apparatus and pictorial representations that support the development of concepts, moving to abstract representation. This should happen at all ages and stages of primary education.
- All classes to have an additional fluency session separate to their maths lesson. Every class from Year 1 upwards to use the times table counting stick daily.
KS1 and LKS2 to follow mastering number planning for their fluency sessions.
UKS2 to use fluent in 5 to support their mental calculations.
- The principles of Assessment for Learning (AfL) will be followed in mathematics lessons: All classes will regularly participate in retrieval assessments in maths. In daily lessons feedback and high order questions will be used.

PLANNING:

- We follow Curriculum Prioritisation on the NCETM as our planning.
- All classes use I see reasoning and problem solving regularly in lessons.
- We refer to the calculation policy.
- We may use a variety of other frameworks, such as NRich to support our planning further.

RESOURCES:

They are freely available in all classrooms. If additional apparatus is required the subject leader will be available to advise.

ASSESSMENT and REPORTING TO PARENTS:

- Day to day assessment is on-going and formative to inform same day intervention or pre teaching groups. This is clearly labelled as (SD) in children's books.
- Number fluency assessment for all children in KS1 and all children who are struggling learners in KS2 to happen termly and reported to parents.
- Retrieval assessment is used regularly to inform assessment.

- Summative assessments are made regularly against year group criteria and end of year Key Performance Indicators.
- Teachers feedback to parents at least 3 times per year. Two of these are conversations at parent/teacher meetings and the third is a written report. This written report will contain information about progress made and levels of effort and attainment.

RECORDING OF WORK:

- Work may be recorded in photographs, video and sound, pictorially as well as abstract form.
- When recording work in books, the school's presentation policy applies.

MEETING THE NEEDS OF ALL PUPILS:

- Our school follow a 'Keep up not catch up' approach to teaching for mastery. Children have access to same day interventions and support to ensure they are accessing the lessons. Lessons are differentiated to meet the needs of all learners. This may be with different levels of questioning, adult support or early intervention. As a school we use number sense as our intervention to support the children in closing the gaps with their mathematics.

WORKING WITH PARENTS

- Parents will be informed of how they can help their child with maths – for instance, learning number bonds and tables by regular parent open mornings and afternoons for maths.
- Parents will be able to observe live lessons during the school year to have a deeper understanding for teaching for mastery and how to support their children.
- Parents will be invited to joint workshops on how to help their children with maths and resources will be provided with how they can support at home.

SMSC:

- Every opportunity is taken to apply mathematics to the wider curriculum.
- Every opportunity is taken to develop the 'wonder' of maths alongside an appreciation of cultural differences within pattern and number.

OTHER POLICIES THAT APPLY:

- Marking and Feedback Policy
- Presentation
- Positive Behaviour