



## Wootton-by-Woodstock CE Primary School

Policy Agreed: October 2019  
Person Responsible: Sarah Brown  
To be reviewed: October 2021

### Policy for Maths 2019

#### DEFINITION

Maths is a Core subject of the National Curriculum. Foundation Stage children are introduced to maths through the area of learning within the Early Years Foundation Stage Curriculum known as Maths, broken down into number and shape and space.

Maths covers these areas of the curriculum:

- Number and place value including calculation, fractions, ratio and proportion (Y6 curriculum) and algebra (Y6 curriculum)
- Measurement
- Geometry including describing shape and describing position and direction

#### INTENT

To ensure that all pupils

- Develop a mastery of place value that underpins working with number
- Can apply calculation skills in problem-solving work that equips them for everyday life
- Know and understand the geometry of the world around them, underpinned by the teaching of shape, space and measures
- Understand how statistics can be used to measure and compare the world around them.

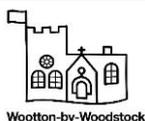
We intend to develop mastery in maths in all children, as defined by the NCETM: “Mastery of maths means a deep, long-term and adaptable understanding of the subject”

#### CURRICULUM

- Planning, teaching and learning is guided by Curriculum 2014 and the EYFS curriculum using the agreed school formats.

#### IMPLEMENTATION

- Classes study maths on a one-year rolling cycle. Maths is generally taught daily as a discrete subject but where possible objectives, will be met in a cross-curricular fashion within Curriculum 2014 to ensure that maths skills are developed and applied in different contexts. Long-term and medium-term plans make clear what is taught in each year and term of this cycle. Topic overviews are posted on the school website for ease of reference for parents.
- Maths teaching follows a cyclic pattern whereby skills are taught and practised, then returned to in a different context (for example using adding in measuring tasks), both to embed understanding and



processes into the long-term memory and to develop mastery by applying taught skills in different ways. A curriculum map detailing this is held in the subject leader file and on sharepoint.

## **DIFFERENTIATION, PROGRESSION AND PERSONALISATION**

We recognise that children will come to school with a variety of experiences and are therefore approached as individuals with their own experiences from which can be drawn starting points. Pupils progress through curriculum content at broadly the same rate, although support/intervention and broader opportunities are provided to move groups of children on so that they are able to:

- Grasp concepts and methods, e.g. through more varied use of manipulatives and representations
- Be challenged through exposure to greater depth in their learning, e.g. through tackling more complex problems in different contexts

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of difficulty/challenge
- Different groupings of children
- Appropriate amount of adult support
- Different activities

## **COMPUTING AND INFORMATION TECHNOLOGY**

Children and staff are encouraged to make full use of IT resources. IT is used to record, plot, design and store data. Video, audio, and the internet may be used to access additional information in support of topics, or to practice skills in, for example, online tasks.

## **IMPACT**

Children's maths skills, understanding and progress are assessed orally and through their written work. Evidence may consist of observations, written work (both through purposeful practice tasks; and investigation/problem-solving tasks where skills are applied in different contexts), photographs, question and response or recorded enquiry. Target tracker is used to record progress against year group objectives. Reference should also be made to the Assessment Policies.

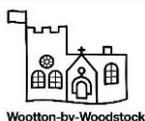
## **RESOURCES**

- Maths medium term plans for EYFS, Ash, Maple and Willow teaching groups
- A list of maths resources is in the subject leader's file and on sharepoint
- Maths resources are replenished when the need is identified through planning and CPD
- We make use of visiting speakers and adults with particular skills for example in STEM workshops where maths is used alongside science and technology skills.

## **MANAGEMENT**

There is a designated Maths subject leader to oversee the delivery and progress of the subject across the school. Where appropriate, she will organise and provide appropriate training. The leader advises colleagues and monitors resourcing, planning and curriculum delivery, attends relevant meetings and keeps staff informed of developments. Resources are kept in the resource area and on the staff room shelf. Provision is reviewed periodically.

The school monitors and evaluates on a continuous basis through:



- Lesson observations and the quality of teaching
- Work sampling
- The quality and effectiveness of long-, medium- and short-term planning
- The quality and consistency of assessment and recording
- The quality of resources to support learning

For further details on current monitoring and evaluation foci, please see the current SDP.

## **EQUALITY AND ACCESS**

- All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. Please see related policies for Equality, SEND and Inclusion.

## **CONTINUING PROFESSIONAL DEVELOPMENT**

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL**

The teaching of maths will enable the children to view and understand the world and the peoples in it, by developing their spiritual, moral, social and cultural awareness.

Spiritual: Exploring the abstract nature of number and shape, and how this is used to explain the natural world.

Moral: Exploring the nature of proof in investigations.

Social: Using maths to compare and calculate the world around us.

Cultural: Learning about mathematicians and the development of maths concepts in different places and cultures, such as Greek geometry and Roman numerals.