



Great Meols
Primary School



Maths Policy

"Pure mathematics is, in its way, the poetry of logical ideas." Albert Einstein

Intent

Through our mathematics curriculum pupils will develop –

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

The detailed intent of the mathematics curriculum is outlined in the following documents found on our school website –

- Mathematics Progression Map
- Mathematics Whole School Long Term Plan
- Mathematics Calculation Policy

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to practice and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

We follow a mastery approach using the Power Maths scheme. Additionally, we deliver number fluency sessions three to four times per week using the NCETM Mastering Number scheme.

In addition, there are opportunities for children to “bump” into maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality maths resources. Children are just as likely to access the mathematics curriculum through cooking activities in the kitchen, building activities in the construction area or in the outdoor area

During Foundation 2 teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a structured lesson / activity. This includes the use of concrete manipulatives used higher up the school and the development of mathematical journaling skills.

Years 1 to 6

- Through Years 1 to 6 teachers use the Power Maths scheme.
- In Year 1, children access the NCETM Mastering Number scheme.
- Children have a Power Maths workbook and a squared maths book.
- Children learn with a maths partner. Maths partners are chosen by the class teacher based on Kagan structures. Each child is made aware of whether they are ‘Partner A’ or ‘Partner B’.
- Adults use the signal ‘3, 2, 1 empty hands, be ready’ to ensure children move through each part of the lesson smoothly.
- When showing a response on a whiteboard, children hold the board in front of the chest rather than waving it in the air so that all boards can be seen and assessed.
- Children always have access to concrete apparatus that is appropriate for the lesson being taught as shown in the Power Maths planning.
- In addition to four Power Maths lessons per week, a focused arithmetic lesson will be delivered in each year group. During this lesson, Year 3 and 4 ensure a focus on times tables.
- Teachers can also teach maths lessons outside of the Power Maths scheme when required e.g. to give children more practice on a procedure.
- Morning memory sessions are used as maths retrieval opportunities. This can include the use of the following resources – Power Maths Power Ups, Fluent in 5, Assertive Mentoring sheets, calculation equations, times table practice.

Impact

- The subject leader is responsible for reporting on standards in maths across the school to the governing body.
- We measure progress in maths by assessing whether pupils know more, remember more and are able to do more. This is done through a combination of formative assessment and termly summative tests. Additional summative tests are used in Year 2, Year 4 and Year 6.
- Progress and achievement in maths are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

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