



Willoughton Primary School

The Cliff Federation

Maths Policy

<u>Policy Information</u>			
Status:	Curriculum	Reviewed by:	Full Governors
Cycle of Review:	Every 3 years	Policy Ratified:	November 2024
Signed as accepted:			

At **The Cliff Federation**, we recognise the importance of a high-quality mathematics curriculum. We follow a **mastery** approach, with the belief that with the right teaching and support, all children can succeed. The following policy guides the planning, teaching and assessment of the subject. This policy should be read in conjunction with other policies and documentation including Fluency Progression Map and Marking and Feedback.

Intent

"At The Cliff Federation, we teach a mastery of maths through practical activities, mathematical exploration and discussions. We work towards all children becoming fluent in the fundamentals of mathematics they need to be able to recall and apply their knowledge rapidly and accurately. Emphasis is placed on opportunities for pupil-pupil and pupil-teacher talk in order to develop reasoning, flexibility and an ability to think mathematically. Children are taught and supported to use precise mathematical vocabulary. We prioritise mathematical reasoning and problem solving by teaching this regularly so pupils can apply these skills to a range of contexts. We give pupils opportunity to demonstrate and develop confidence with maths by incorporating the school value of the term into our lessons and modelling perseverance, determination and courage. We strive to develop independent mathematicians who express curiosity and enjoyment for maths through a shared understanding of the importance of maths in everyday life and are well equipped to apply their learning into real life contexts and within the wider world."

Maths policy overview:

Aims

- ➔ To follow Maths Mastery to support all learners to achieve and make progress.
- ➔ For children to become **fluent** in the fundamentals of mathematics so that they are able to recall and apply their knowledge rapidly and accurately.

- ➔ For children to be able to **reason mathematically** by following a line of enquiry, hypothesising about relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- ➔ For children to be able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing complexity.
- ➔ For children to be able to demonstrate and develop effective learning behaviours and values such as: perseverance, determination, collaboration, questioning and organisation.
- ➔ For teachers and TAs to be well trained in maths mastery to best support our pupils.

Maths lessons at The Cliff Federation:

Teaching and Learning

At The Cliff Federation, we follow the White Rose Maths Hub scheme of work along with Mastering Number at Early Years as well as Y1, Y2 and Y3. These schemes have been used to map out learning through a bespoke long-term plan that we have created for each school. We teach Maths with:

- ✓ A belief that every child can and will achieve mastery
- ✓ A bespoke HCPS and WPS long / medium term plan
- ✓ Focused tasks following our 3 staged progression
- ✓ 'Ready to Progress' Maths Interventions.
- ✓ An understanding that children will be taught reasoning and problem-solving skills
- ✓ Up-to-date working walls
- ✓ The use of Concrete – Pictorial – Abstract
- ✓ A focus on mathematical vocabulary
- ✓ The use of online platforms (Times Tables Rockstars @ WPS and Sumdog @ HCPS)

Planning

- ➔ Teachers use the schools' bespoke medium term plans and fluency progression map.
- ➔ Teachers use White Rose Maths to break each objective down into small steps.
- ➔ Teachers are encouraged to supplement White Rose Maths with other well-matched resources to support pupils' variation. These include resources from NCETM, NRICH, focus maths, classroom secrets and Twinkl.
- ➔ Short term planning will be flexible and responsive to the children's needs that are identified through every day formative assessment.
- ➔ When introducing a new concept to children in all year groups, it is important that teachers provide pupils with practical, pictorial and abstract representations of the concept as well as opportunities to reason and apply the new skills learnt in an unfamiliar or challenging context.

Teaching

- ➔ Each maths lesson starts with a 10 minute fluency session before the main content is introduced.
- ➔ Resources to support children should be available in every classroom and the children should be taught how to self-select equipment that could support their learning.
- ➔ Teaching Assistants should support children's learning within the lesson.
- ➔ Staff will all have high expectations of all children and ensure that they are challenged at an appropriate level and that they can achieve their full potential.

- ➔ Each classroom should have a maths 'working wall'. Items on the wall should help to support children with independent learning and could include: key vocabulary, worked examples and core content knowledge.

Assessment

Maths is assessed regularly through various means.

- ➔ Teachers gather ongoing evidence during lessons, through the use of AfL techniques, observations and marking and feedback which contributes to their assessment of children against the criteria set out in the National Curriculum.
- ➔ Mastering Number Assessments are carried out with children in years R /Y1/ Y2 / Y3. This tracks their progress and attainment within the programme.
- ➔ Ready to Progress materials are used to identify gaps in knowledge / skills and inform interventions.
- ➔ Y2 – Y6 will do termly maths test papers.
- ➔ Teachers use 'Target Tracker' to track children's progress and gaps in learning which the Maths leader then tracks and analyses.

SEND and Maths:

At The Cliff Federation, we understand that children need a variety of support in regards to mathematics teaching and learning. Quality First Teaching is always our priority and lessons are adapted as needed for SEND children. This may be through carefully designed pre learning activities, additional support, more predominant use of manipulatives or a supported task at their level.

We know there are some children who are not ready to start learning the objectives at their year group. Ready to Progress materials are used to identify gaps in knowledge which are addressed through targeted intervention time. This enables us to build foundational knowledge and equip children for subsequent learning.

Summary of SEND Support:

- Visual aids for learning Inc. number stack/practical resources
- Scaffold using pictorial representation and key mathematical language
- Modelling to the children (worked examples)
- Small steps tracker plus maths tracker
- Small group work
- Same objective but supported via staff or differentiated task to meet objective
- Maths Mastery – small steps broken down, using bespoke long / medium term plan for each year group

Monitoring and Reviews:

Maths Leaders' Role:

The mathematics leaders (Miss D. Lavery @HCPS and Miss H. Delaney @WPS) have responsibility for monitoring the standard of the children's work and the quality of the teaching in mathematics, as well as a responsibility for supporting colleagues in the teaching of mathematics. The maths leaders will keep up-to-date records of the action plans for improving the subject, relevant and analysed school data, evidence of subject monitoring and any other information relevant to the subject or role.

The monitoring that is carried out at The Cliff Federation by the maths leaders (Miss Lavery & Miss Delaney) or other members of SLT in school will be; book looks, learning walks, lesson observations, pupil progress meetings, across year/school moderations, resource inventories and training for staff.

Governing Body:

The Math's leader will meet with the maths link governor (Mr C Lower), to ensure Governors are up-to-date with Maths at The Cliff Federation. The Head teacher will also regularly share data with the Governors as well as this being discussed in SLT meetings.

For any questions or concerns around mathematics please speak to Miss Delaney (WPS) or Miss Lavery (HCPS) the Maths Leads at The Cliff Federation.