



Maths Policy

Category: Curriculum

Created by:	Staff	Date: February 2023
Derbyshire County Council (DCC) model used/ adopted?	No	Model date: September 2021
Approved by:	FGB	Date: Feb 23
Reviewed by:	K Gemmell	
Nominated Governor:		
Review Period:	Adjusted to September Renewal 2024	
Next review due by:	Sept 2024	
Should it be on the Website?	Yes	
Is there personal information in the document?*	No	
Related Documents:	Curriculum Policy SEND Policy	

Our Maths Policy is based on research. In particular: White Rose Maths; National Curriculum and Ofsted

Intent:

- For pupils to be at age appropriate levels and following age-related expectations or above in maths.
- For pupils to be confident when recalling maths facts at an age appropriate level.
- For pupils to learn different strategies to understand and use numbers.
- For pupils to develop an understanding of maths vocabulary and to use these appropriately.
- For pupils to develop a love of maths, to solve problems, as well as to recall maths facts.
- For pupils to acquire strategies to enable them to become independent learners in maths.
- For pupils to enter into discussion in relation to what they are learning in maths and to present their ideas to each other by talking, being able to elaborate and explain the maths concepts that they are learning.
- Pupils to take pride in their maths work and present their work to a high standard.
- For pupils work on real-life maths scenarios, problems and projects when possible.
- To plan for progression across each year group.

Implementation:

- All pupils to receive a daily maths lesson.
- Promote a positive arithmetic and reasoning culture in school, where both are valued and enjoyed by all pupils.
- Pupils throughout school to have an opportunity to learn, practise and use maths facts several times a week.
- For years 2-6, maths homework to be set weekly.
- Working walls to be present in all classes, with maths displays which are relevant to current maths learning.
- Vocabulary – relevant to the current maths learning - to be displayed in classes.
- Units of work to be planned that follow the White Rose Maths teaching sequence (from September 2023) – with White Rose Maths (EYFS / KS2) and Maths No Problem (Infants) with some additional White Rose Maths support, being utilised for the 2022-2023 Academic Year.
- Where appropriate, lessons to be based upon White Rose Maths small steps sheets.
- White Rose Maths sheets to be supplemented by teaching that encourages recall, practise and extension of key skills that the children have already learnt.
- Differentiation of work will be delivered where appropriate by: giving some children different work to complete; providing resources to support some children; starting some children at different points on the White Rose Maths sheets; and by providing extension work when children complete White Rose Maths sheets.
- Where children are not able to access White Rose Maths sheets appropriate to their own year group, sheets from previous year groups may be used, or suitable alternatives provided, to progress learning.
- Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge so that individuals are able to advance their learning in all areas of maths.
- White Rose maths sheets (when used) should be kept in folders for each individual child.
- Other maths work – extensions, revisiting skills and interventions - can be recorded in the children's folders or, where appropriate, in separate maths books.
- Teachers to plan opportunities to use maths in other curriculum areas, where appropriate.
- Teachers and TAs to support ALL pupils on a regular basis; providing the intervention, support and challenge which individuals require, to advance their learning in all areas of maths.
- Teachers and TAs model use of clear and full layout of working out.
- Displays of children's maths work to encourage pride in work and to show that work is valued.
- Feedback to be given and answers on sheets, or in books, marked during the lesson where possible

- When appropriate, children should be given time to respond to feedback using purple pen.
- Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.
- Subject leader presents updates for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.

Impact:

- Pupils enjoy maths lessons and are engaged with their maths learning.
- Pupils are proud of their maths work.
- Pupils know when to apply maths skills in other curriculum areas.
- Skills progress (arithmetic, varied fluency and reasoning) throughout the school is evident in children's White Rose Maths folders and in their maths books (where these are present).
- Pupils choose different methods / techniques dependent on maths questions.
- There is evidence of a clear teaching sequence in the children's folders and books, following the agreed Maths scheme of learning.
- Marking (including feedback) provides positive support and may be used to direct the pupil on their next steps to improve their maths.
- Feedback may be supported with the 'Whole class feedback' form. Feedback may also be verbal.
- Pupils use classroom resources and maths equipment to support their learning where appropriate.
- Pupils' presentation is of a high standard.
- Teachers track pupils' progress at the end of each unit, using White Rose end of unit assessment sheets. This may help to inform of any catch-up interventions needed.
- Teachers track pupils' progress each half term in arithmetic, varied fluency and reasoning. This informs planning and any interventions needed.
- NFER tests in maths are used in Year 3, 4 and 5 in Autumn 2 and Summer 2 to support assessment.
- Previous years' SATs maths papers are used throughout Year 6 (and where appropriate in Year 2) to support assessment.
- Pupil progress meetings with Headteacher and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress.
- Teachers moderate pupils' work in school and in cluster meetings with other schools to ensure accurate assessments are made.
- Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations - or in the case of those working significantly below expectations to make better than expected progress.
- Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement; confirmation that the maths policy is being followed; and the impact of new initiatives.
- Standards being met at the end of EYFS, KS1, Year 4 multiplication and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and Maths Action Plan.